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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of the 1971 Newark ESEA Title I program that extended the regular school year reading program into the summer months for 19,391 pupils in grades K-12. The instructional activities encompassed remedial and developmental reading, development of language arts skills, and implementation of bilingual programs to improve the skills of both English- and Spanish-speaking children. A wide diversity of outdoor experiential activities that incorporated basic skills learning components were included. Evaluation data were assembled from interview and questionnaire results of a sample of personnel and students, standardized test scores, and onsite observations. (Author/MLF)

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EVALUATION REPORT

NEWARK SCHOOL DISTRICT

ESEA TITLE I PROGRAM

SUMMER 1971

Prepared for:

NEWARK BOARD OF EDUCATION
NEWARK, NEW JERSEY

SEPTEMBER 1971

Prepared by:

COMMUNICATION TECHNOLOGY CORPORATION
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As with the Final Report on the Evaluation of the Regular School Year Title I Program, the Communication Technology Corporation recognizes the valuable assistance afforded its personnel during the evaluation process of the Title I Summer Program in the Newark School District. This assistance took many forms and was provided by many individuals and groups associated with, and interested in, the Newark Title I Summer Program. In assessing the general implications of this welcomed assistance, CTC's staff members agree that such interest on the part of all individuals and groups concerned not only will be evidenced in this report, but also in the success of the Newark Title I Summer Program.

The Communication Technology Corporation would like to take this opportunity to express its appreciation to the Newark Board of Education; the Superintendent of Schools, Franklyn Titus; the Deputy Superintendent, Dr. Edward I. Pfeffer; the Department of Federal Assistance Programs and its Administrative Coordinator, Frank Esposito; the Office of Reference and Research; Mrs. Elayne Brodie, Chairman of the Title I Central Parents Council; and all Administrative, Instructional and Supportive Service Personnel, parents and pupils associated with the Title I Summer Program.

INTRODUCTION

This will serve to provide readers of this report with an insight into the organization, content description and color coding of the various sections contained herein.

I CONCLUSIONS AND RECOMMENDATIONS

This section (Green) presents the major conclusions as determined by careful analysis of the data collected during the evaluation. Further, it presents the recommendations made by the Communication Technology Corporation staff regarding the Title I Summer Program in Newark.

II PROGRAM DESCRIPTION

This section (Blue) reports the scope of the Program, its objectives and the activities undertaken to achieve them. In addition, it provides a general look at the program budget and the instructional equipment and materials utilized in the Program.

III PROGRAM EVALUATION

This section (Yellow) provides the methodology employed during the task of evaluating the Newark Title I Program. It presents an overview of the entire evaluation process along with a discussion of the instrumentation and data sources.

IV EVALUATION FINDINGS AND DISCUSSION

This section (White) details the data collected by way of the various instruments administered to the participants in the Program. These findings and discussions cover Program activities and services. All these data are discussed in relation to the scope and objectives of the Title I Summer Program.

SECTION I
CONCLUSIONS AND RECOMMENDATIONS

1.0 CONCLUSIONS

1. The Title I Summer Program was an extension of the Regular School Year Title I Program and, in this context, continued to provide the parents and the community with the opportunity to continue their support and involvement in the Newark City Title I efforts. It was apparent that the program planners established lines of communication between the School District and the Community during the summer months and maintained the same level of parent involvement in the Summer Program as existed in the Regular School Year Program.

2. An extrapolation of the reading objective (1.0 grade equivalent gains per year) stated in the 1970–1971 Newark Title I Proposal establishes an expected gain of approximately 0.1 grade equivalents during the Title I Summer Program. Analysis of the test scores of pupils in the Elementary, Secondary, and Special Reading Centers indicate that the instructional activities have aided the pupils, on the average, in meeting or exceeding these expected gains.

3. The reading readiness activities conducted at the Primary Reading Centers have provided the pre-first grade children with reading readiness skills which are comparable to those expected nationally. This is based on the distribution published in the Users' Manual of the Metropolitan Reading Readiness Test.

4. From the data analysis it is evident that there was a shortage of appropriate materials and "truly" Bilingual Teachers for the Summer Bilingual Program. There is a need to identify and/or develop appropriate materials as well as recruit instructional personnel possessing Bilingual capabilities.

5. Based upon the analysis of test results, and supported by the findings of pupil questionnaires administered by Administrative Personnel, it is apparent that the Outdoor Education Centers have improved the reading achievement of participating pupils. The outdoor environment in which these classes were conducted may or may not have had a direct bearing on this noted improvement but it can be stated that the pupils did find this environment quite pleasant.

6. The evidence suggests that the Educational Experiential Enrichment Activities provided by the Campership Program contributed to the total educational growth of the participating pupils. This was accomplished by providing the pupils with an opportunity to enjoy a diversity of outdoor educational experiences not otherwise available, including close association with varied ethnic groups.

7. Based upon the data analysis it appears the Swim Instruction Activities were adequately organized and well supervised. The participation in these activities, on the part of the pupils, was noted to be excellent.

8. The evidence suggests that the supportive services available to pupils and staff throughout the Title I Summer Program were well organized, comprehensive and adequately staffed. These services provided diversified supplementary support to the Title I Program which was useful and necessary to the overall success of the Summer Program.

9. The Teacher Aide Intern Summer Program provided Newark Title I Teacher Aides with a viable means to pursue their course of studies needed to obtain the required credits for emergency certification and employment as professional teachers in the Newark School District. This Summer Program is important since it permitted the Interns the opportunity to devote full time effort to their studies and spend greater amounts of time in utilizing the complete facilities of the colleges.

10. The Title I Summer Program provided constructive and imaginative on and off-premise cultural enrichment activities to support the reading activities. Through these cultural enrichment activities the participating pupils were afforded an enlightened insight into interesting cultural resources which they might not have otherwise been exposed to.

11. The data collected during the conduct of interviews with Title I Summer Program Administrative Personnel, suggests that the relatively short period of time devoted to planning activities generates difficulties in making adequate materials and supplies available to potential users of these items at the inception of the Summer Program.

2.0 RECOMMENDATIONS

The following recommendations are based upon the findings of the evaluating agency presented in Section IV, EVALUATION FINDINGS AND DISCUSSION, and the experiences of the agency's personnel during the evaluation.

1. A reporting system with a standardized format should be developed and implemented for all components of the Title I Program to insure a uniform and more meaningful data compilation effort. This reporting system should be designed to provide the detailed and/or comprehensive data required by the Title I Central Office Staff, Administrative Personnel and the Newark Board of Education for monitoring and/or decision making purposes. The standardized format will make the required information visible and more readily available.

2. All objectives presented for the various components of the Newark Title I Summer Program should, in the future, be stated in measureable performance terms. This will provide a more meaningful assessment regarding the degree of the achievement of these objectives in future evaluation efforts.

3. Planning of future Title I Summer Activities should be initiated far enough in advance to assure the identification, procurement and supply of the required equipment and materials for all components of the Program.

4. Materials appropriate for use in the Bilingual Program should be identified and/or developed. The Newark Board of Education should take the steps necessary to place the responsibility for the accomplishment of this task in the hands of someone; regardless of whether it be an individual employed by the Board, a committee appointed by the Board or an outside agency specializing in this area.

5. Every effort should be made by the Newark Board of Education to assure the presence of truly bilingual professionals and para-professionals in the Bilingual Program classrooms. Fluency in both English and Spanish should be a prerequisite for the Teachers and Teacher Aides. The Board should support these personnel with a comprehensive in-service training program covering the structure and approach employed in the Bilingual Program; the methods and materials to be used in the Program; and, the development and guidance efforts required by Puerto Rican children.

6. It was noted that some projects in the Title I Summer Program did not administer pre-tests to their pupils in July but rather employed the Regular School Year post-test, given in May, for this purpose. While this practice can be explained as saving time and effort for any given project, it also introduces an uncontrolled variable which makes valid comparisons between projects extremely difficult. This variable is the familiarity with the tests and/or test procedures which pupils gain by taking tests in May and also in July.

It is recommended that a standard procedure be established for providing the required base line data afforded by pre-tests. The use of the Regular School Year post-tests as the pre-tests for the Summer Program is acceptable if all projects employ these scores. If not, then it will be necessary to require that all projects administer a pre-test for the Summer Program. Obviously, a pre-test for the Summer Program must be given to a new pupil in the Program in either case.

7. Pupils who participated in the Summer Program and who are included in the baseline data of the longitudinal study instituted during the evaluation of the Regular School Year Program should be identified. This would afford a branching of the longitudinal study to demonstrate the long term effects of participation in the Summer Activities as well as the Regular School Year Program versus participation in the Regular School Year Program alone.

8. Efforts should be made to expand the Outdoor Educations Centers to include Grade 6 and more pupils in Grades 4 and 5.

2.1 ADDITIONAL RECOMMENDATIONS

The following are the most frequent recommendations provided by Administrative Personnel responding to interviews and/or questionnaires. While it is realized that some were offered without consideration of all the legal and administrative constraints on the Program, it would be presumptious to ignore them. Careful study and consideration of these recommendations is suggested in the planning of the FY1972 Title I Summer Program.

Provision should be made to increase the number of Reading Centers in the Summer Program.

Provision should be made to increase the number of Project Teachers.

Opportunities should be afforded to enhance communication between Summer Program Staff and parents.

Efforts should be increased to involve parents in Title I Summer Activities.

Provision should be made for more orientation programs for Project Coordinators and Teachers.

SECTION II
PROGRAM DESCRIPTION

1.0 SCOPE OF PROGRAM

For a detailed description of the environment in which the Title I Summer Program was conducted, the reader is referred to **Evaluation Report, Newark School District, ESEA Title I Program 1970-71, Section II.** This document is on file with the Newark Board of Education, Department of Federal Assistance Programs. The Instructional Program Activities of the ESEA Title I Summer Program in the Newark City School District were conducted at forty seven (47) school centers and forty five (45) specified field sites. Supportive Services were conducted at these locations and/or locations determined by the particular service rendered. A total of approximately nineteen thousand three hundred ninety-one (19,391) pupils were reported as participating in the overall Title I Summer Program.

The instructional levels for purposes of this evaluation ranged from kindergarten through grade twelve.

Summarily, the kinds of pupils serviced by the Title I Summer Program can be identified by means of those needs and characteristics most common among educationally deprived children:

1. Low academic performance - displays higher potential
2. Inadequate performance in communication skills
3. High rate of failure - in need of ego reinforcement
4. Minimal social interaction with his peers and adults
5. Lack of response to conventional teaching methodology
6. In need of cultural enrichment
7. In need of nutritional supplement

Table II-1 identifies the estimated percentage of participating pupils, by ethnic groups, who were involved in the Title I Summer Program.

TABLE II–1

ETHNIC IDENTIFICATION OF TITLE I PARTICIPATING PUPILS

WHITE	NEGRO	PUERTO RICAN	ORIENTAL	SPANISH SURNAME	TOTAL
18.06%	71.5%	8.42%	0.73%	1.29%	100%

The total Title I Summer Staff was estimated to be thirteen hundred seventy-seven (1377) personnel. For purposes of identification, these personnel can be segmented into the following classifications.

ADMINISTRATIVE PERSONNEL (Total: 86)
    Program Administrators
    Project Coordinators
INSTRUCTIONAL PERSONNEL (Total: 997)
    PROFESSIONAL
        Project Teachers and Instructors

INSTRUCTIONAL PERSONNEL (Continued)
    NON-PROFESSIONAL
        Teacher Aides
        Community Aides
        Tutors
        Camp Counselors
  SUPPORTIVE SERVICES PERSONNEL (Total: 294)
    PROFESSIONAL
        Central Office Coordinators
        Physicians
        Psychiatrists
        Psychologists
        Dentists
        Guidance Counselors
        Nurses
        Librarians
        Medical and Dental Assistants
    NON-PROFESSIONAL
        Food Services
        Community Bus Escorts

ADMINISTRATIVE PERSONNEL: The collective responsibilities of the Program Administrators and Project Coordinators included planning, implementing and supervising the Title I Summer Program activities.

INSTRUCTIONAL PERSONNEL: The collective responsibilities of the *Professional Instructional personnel* included: conducting developmental and remedial activities for the participating pupils; conducting Educational Experiential Enrichment Activities; and, assisting in evaluating the effectiveness of the instructional activities in which they participated.

Non-Professional Instructional Personnel were involved in a diversity of services which included: assisting the Project Teachers in the classroom; supervising the children in the lunchrooms and on the recreational grounds; distributing materials; serving as liaison between the Center and the community; and, providing supplementary tutorial help to individual pupils in developmental and remedial activities.

SUPPORTIVE SERVICES PERSONNEL: Eight (8) Central Office Coordinators were identified as *Professional Supportive Services Personnel.* They assisted the Deputy Superintendent in the overall supervision and coordination of the Title I Summer Projects and activities. In addition to this staff, the *Professional Supportive Services Personnel* included members of the various professions previously listed. These personnel fulfilled roles in the Summer Program according to their professional capacity. *Non-Professional Supportive Services Personnel* were involved in the Title I Summer Program in the areas of pupil transportation and nutritional services.

The primary thrust of the Title I Summer Program was to extend the Regular School Year Reading Program into the summer months. The extension was intended to prevent normal regression associated with interruption of reading practice and instruction, and to prepare pupils to proceed to the next grade in the fall. A wide diversity of outdoor experiential activities, most of which included basic skills learning components, were arranged in support and supplementation of this basic thrust.

The Instructional Activities encompassed remedial and developmental reading, the development of Language Arts Skills, the implementation of Bilingual Programs to improve achievement in both English and Spanish. Elementary Educational Experiential Enrichment Activities were directed toward the above mentioned skills; and Secondary Educational Experiential Enrichment Activities were related to academic and vocational instructional areas.

The Supportive Services included: the diagnosis and subsequent corrective measures for physical and emotional handicaps hindering pupils' reading; the provision of professional personnel (medical, dental, guidance, psychological, etc.) to effectively carry out these services; and the promotion of the educational achievement of the pupils through In-Service Training Programs which foster the growth of Title I affiliated Professionals and Para-Professionals.

As the illustration of the Program Work Breakdown Structure, Figure II-1, shows the overall Program consisted of two basic components: Instructional Activities and Supportive Services. The Instructional Activities component was composed of two general Projects, Improvement of Reading Achievement and Educational Experiential Enrichment. Each of these was further subdivided into activity groups, and then into activities. Similarly, the Supportive Services component was composed of two general Projects: Pupil Services and Staff Services. Each was composed, in turn, of activity groups, and then of detailed activities. An on-going review, assessment and evaluation of these activities was provided through the efforts of the Title I Summer Staff, pupils and Communication Technology Corporation (CTC).

2.0 PROGRAM OBJECTIVES/ACTIVITIES

The following is intended to provide the reader with an insight to the major objectives and activities of the Newark Title I Summer Program during the period covered by this evaluation report. Only major objectives and activities are described since it is beyond the scope of this section to fully delineate all the specific objectives and/or activities of such a vast and comprehensive program as that conducted by the Newark Board of Education during the 1971 Summer term.

2.1 INSTRUCTIONAL ACTIVITIES

2.1.1 Improvement of Reading Achievement

2.1.1.1 Elementary

Primary Reading Centers. The objective of these Centers was to provide intensive assistance in reading for pupils who will enter grades 1, 2, and 3 in September, 1971. The Centers consisted of twenty-two public and non-public schools. A total of 2,555 public and non-public school children requiring remedial and developmental reading assistance were enrolled in the Program, which ran from 9:00 A.M. to 2:30 P.M., Monday through Friday, for a six week period in the public schools and four weeks, three hours per day in the non-public schools.

It was noted that the structure of the Program was unique in that the size of classes was limited to fifteen pupils and each teacher had an aide assigned. Full-time specialists in the fields of nursing, library services, and social work were assigned to each Center. Supportive Services were available on a regularly scheduled basis in each Center. These activities included the services of a psychologist, psychiatrist, doctor, and medical technician. Every effort was made to integrate the operation of the various efforts to create an atmosphere conducive to learning, a sense of security, a pattern of success, and a strong home-school relationship.

Outdoor Education Centers. The objective of these Centers was to provide individual and small group instruction for pupils who will enter grades 4 and 5 in September, 1971. The Centers consisted of the Sundance Camp in Fairfield, New Jersey, and the Merrytime Camp in Oakland, New Jersey. Eight hundred children (400 from each of the two grades involved) who needed special attention in reading, language arts and arithmetic were enrolled in the Program. The Program operated from 9:00 A.M. to 3:00 P.M., Monday through Friday, for a six week period.

The Program, which was keyed on the idea that learning in the out-of-doors, was much broader in scope than either a regular outdoor camping program or an in-school learning program since the children learned about man and his universe while strengthening their skills in reading, arithmetic and related language arts.

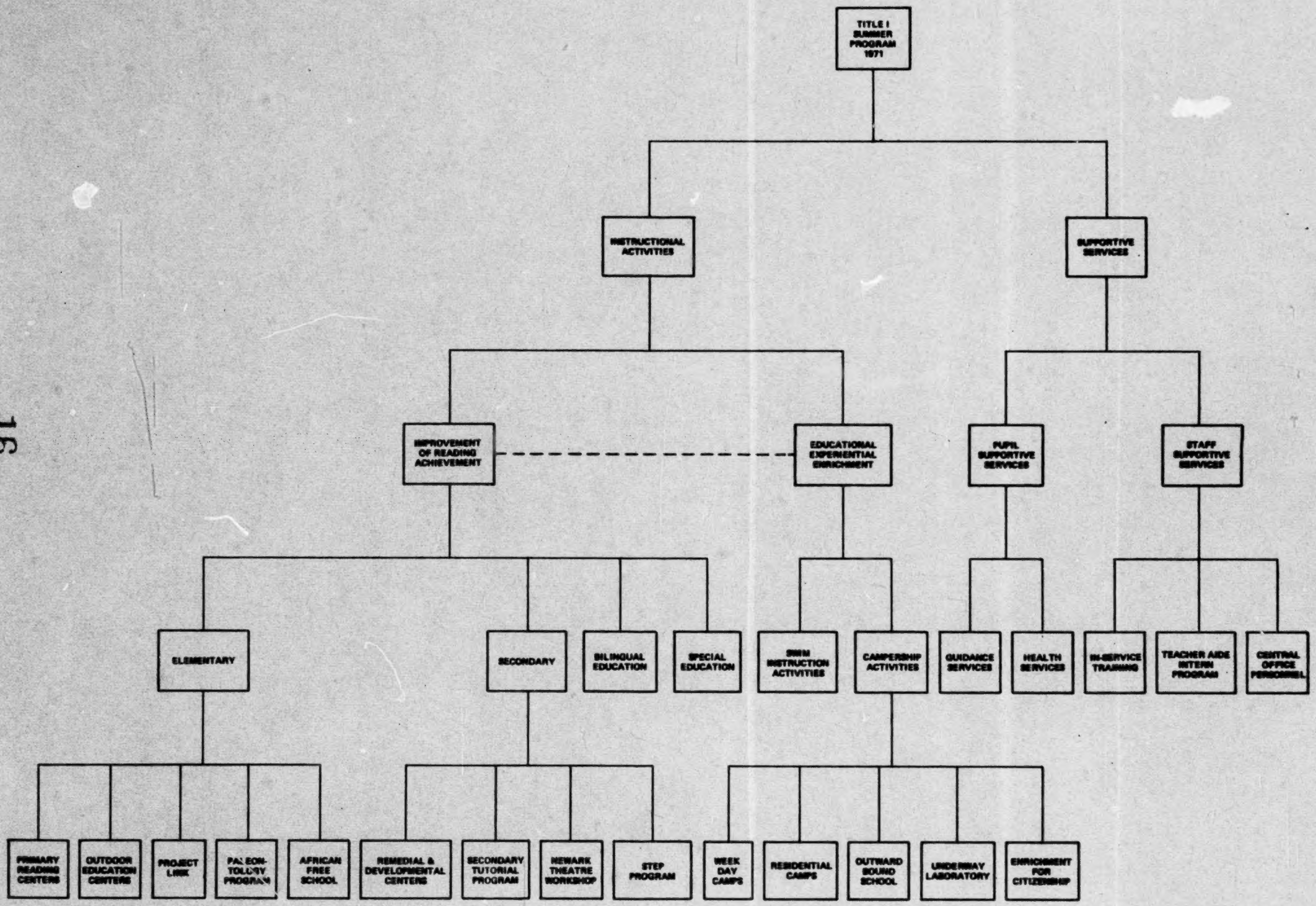
TITLE I SUMMER PROGRAM 1971
INSTRUCTIONAL ACTIVITIES
SUPPORTIVE SERVICES
IMPROVEMENT OF READING ACHIEVEMENT
EDUCATIONAL EXPERIENTIAL ENRICHMENT
PUPIL SUPPORTIVE SERVICES
STAFF SUPPORTIVE SERVICES
ELEMENTARY
SECONDARY
BILINGUAL EDUCATION
SPECIAL EDUCATION
SWIM INSTRUCTION ACTIVITIES
CAMPERSHIP ACTIVITIES
GUIDANCE SERVICES
HEALTH SERVICES
IN-SERVICE TRAINING
TEACHER AIDE INTERN PROGRAM
CENTRAL OFFICE PERSONNEL
PRIMARY READING CENTERS
OUTDOOR EDUCATION CENTERS
PROJECT LINK
PALEON-TOLOGY PROGRAM
AFRICAN FREE SCHOOL
REMEDIAL & DEVELOPMENTAL CENTERS
SECONDARY TUTORIAL PROGRAM
NEWARK THEATRE WORKSHOP
STEP PROGRAM
WEEK DAY CAMPS
RESIDENTIAL CAMPS
OUTWARD BOUND SCHOOL
UNDERWAY LABORATORY
ENRICHMENT FOR CITIZENSHIP

FIGURE II - 1 PROGRAM WORK BREAKDOWN STRUCTURE

The outdoor environment was utilized to its fullest. However, when intensive individualized instruction or concentrated study was necessary, the teacher remained indoors with the pupils needing the assistance so that the Title I equipment, materials, and other teaching aids could be employed.

Project Link. The objective of this Program was to provide concentrated remedial help in reading and related areas for students who are considered to be potential dropouts. The Program serviced students from a number of schools at the St Antoninus Elementary School. A total of 125 children from 13 public and parochial schools were in attendance from 9:00 A.M. to 12:00 P.M., Monday through Friday, for four weeks during the summer.

Paleontology Program. This Program was conducted at the Newark Museum and focused on fossils at the Museum and in the field. The objective of the activity was to promote the growth of scientific language in the vocabulary of the 79 children, aged 10–14, who were enrolled. The Program operated from 9:00 A.M. to 3:00 P.M., Monday through Friday, during July and August.

In addition to the regular daily summer workshop program, the administrator of the program offered lectures, demonstrations, and fossil trips to more than 1,000 Title I Newark school children who were in the Title I summer day camps and Title I summer schools.

African Free School (AFS). This summer activity was a continuation of the experimental class at the Marcus Garvey Elementary School which was conducted during the Regular School Year. In accordance with contractual arrangements, the AFS Program Description and Evaluation Report appears in a separate document.

2.1.1.2 Secondary

Remedial and Developmental Centers. The objective of these Centers was to provide intensive instructional assistance for pupils who will enter secondary schools in September, 1971. The Program operated in one junior high and three high schools. A total of 394 children with a minimum of two years retardation in reading and arithmetic were enrolled. The Program operated from 8:30 A.M. to 12:40 P.M., Monday through Friday, for a six week period.

Students received individual and small group instruction in their basic areas of deficiency, namely, reading, language arts, and arithmetic. In addition, time was spent in the development of some of the fundamental study habits necessary for success in the secondary school program. Through this activity, every effort was made to ease the difficulty of transition that many grammar school students experience when entering a departmentalized secondary school program.

Secondary Supplementary Tutorial Program. The objective of this activity, which operated in three secondary summer schools, was to provide intensive tutorial assistance to Title I students who had failed subjects during the Regular School Year. Enrollment consisted of approximately 350 Title I children attending summer school for credit during the six weeks of its operation.

College student tutors were assigned to classrooms, given preferences as to their major field of concentration whenever possible, and assisted Title I students individually and in groups at the direction of regular summer school teachers. Special provision was made for space in which to conduct tutoring, including the use of the cafeteria, library, and portions of individual classrooms. Students were tutored daily, and tests administered to determine when a student was able to return to regular group instruction in the classroom.

Newark Theater Workshop. This activity operated in one public school and had as its objective to assist aspiring actors and technicians in developing marketable skills in the area of the theater. Thirty (30) children who attend Title I junior and senior high schools were enrolled. The activity operated from 9:00 A.M. to 2:30 P.M., Monday through Friday, seven and one-half weeks.

The Program focused on raising the awareness of children in regard to theater, in helping pupils develop positive self-image through the acquisition of stage skills, and stimulating students' intellectual growth through the requirements involving speaking, reading and writing.

Steven's Technical Enrichment Program (STEP). The objective of this Program was to identify, encourage, and assist Title I students with academic potential to realize it by going on to college after high school. The Program operated at the Steven's Institute Facility. Enrollment consisted of 25 children in grades 9 and 10 who exhibited unrealized academic potential. The program ran for four and one-half weeks. The children lived on campus in an ethnically mixed environment.

While the primary purpose of the program was directed toward awakening students' interest and aptitude in engineering and science, another focus concerned athletic activities including regular gym classes and a student-organized basketball league. A third focus concerned off-campus activities including tours of such relevant sites such as the General Motors facilities in Linden and the Franklin Institute in Philadelphia.

2.1.1.3 Bilingual Education Centers.

The objective of these Centers was to provide Spanish-English classes for pupils who will be in grades 1 through 12 in September, 1971. The activity operated in eleven schools and enrollment consisted of 2,618 children on a voluntary basis. The program operated from 8:30 A.M. to 2:30 P.M., Monday through Friday, for a six week period.

2.1.1.4 Special Education.

South Eleventh Street Summer School. The objective of this Center was to raise the experiential level and improve the physical fitness of trainable mentally retarded students. The facility is a special school for trainable mentally retarded children. Enrollment consisted of 166 children. The program operated from 9:00 A.M. to 2:30 P.M., Monday through Friday, for a six week period.

The Center provided opportunities for many activities from the normal school year Program to be continued. Further, other opportunities were afforded as well, including field trips and enrichment programs geared specifically to the students' interests and capabilities. The indoor pool was used advantageously to provide physical therapy for the children.

Boylan Street School. The objective of this Center was to provide intensive assistance in remedial reading and speech therapy for 150 children who require this assistance due to physical disabilities. The school operated from 9:00 A.M. to 3:00 P.M., Monday through Friday, for a six week period.

Montgomery Street School. The objective of this Center was to provide assistance in remedial reading and speech therapy for 100 boys who are classified mentally retarded and attend this special school for mentally retarded boys. The program operated from 9:00 A.M. to 12:00 P.M., Monday through Friday, for a six week period.

Outdoor Center. The objective of this Program was to provide specialized camp activities to foster social gains and required skills among 275 children with a variety of handicaps and disabilities. The activity operated at the Succasunna Camp, in Succasunna, New Jersey, from 9:00 A.M. to 3:00 P.M., Monday through Friday, for a six week period.

2.1.2 Educational Experiential Enrichment

2.1.2.1 Swim Instruction.

The objective of this activity was to provide swimming instruction and recreation for all persons in the seven Title I attendance areas, with priority on the 7,000 children aged 6–12. Facilities involved five portable swimming pools emplaced on school grounds and two indoor pools, which operated from 9:00 A.M. to 9:00 P.M., every day for twelve weeks.

2.1.2.2 Campership

Week Day Camps

The objective of these special day camps was to stimulate an understanding of outdoor living, help the child become a well-adjusted member of the group, and provide a safe and healthful experience that contributes to a physical and mental well-being. This activity took place at the Sundance, Merrytime, and Succasunna Camps from 9:00 A.M. to 3:00 P.M., and accommodated 1,075 children during the last two weeks in August on a daily basis.

Residential Camps

Regular
The objective of this activity was to improve the feelings of self-worth by involving children in camp life and the outdoors. The activity occurred in several local residential camps and served 3,616 children aged 8-16 who attend Title I classes in the regular school year. Each camper participated for two weeks during July and August.

Special Education
The objective of the Special Education Residential Camps was to stimulate social gains and new skills by providing camping experiences to children with different types of disabilities. The activity operated in several Special Residential Camps and involved 385 children with various handicaps and disabilities.

Outward Bound Schools
The objective of the Outward Bound Schools was to teach survival through intensive physical activity and personal discipline. Schools utilized in this activity are located in Maine, North Carolina, California, Oregon, Minnesota, and the State of Washington. One hundred and five (105) selected high school boys and girls attended for a total of 26–29 days each.

Underway Outdoor Laboratory
The objective of this Program was to assist students in learning how to overcome challenges by providing intense activity and involvement in outdoor education programs. The activity was operated by Southern Illinois University's Outdoor Laboratory in the Illinois Ozark Hill area consisting of ten square miles of heavily forested land encompassing a lake. Enrollment consisted of thirty (30) junior and senior high school pupils selected from schools around the country. Five (5) Newark Title I high school pupils participated in this program.

Enrichment for Citizenship School
The objective of this activity was to help students learn how to work effectively for social change through group living and discussions with students of similar interest. The activity was headquartered at three locations: Arizona Encampment, Montana Encampment for Citizenship, and the White Plains (N.Y.) Encampment. Enrollment consisted of ten (10) junior and senior high school students. The activity operated for six weeks.

2.2 SUPPORTIVE SERVICES.

2.2.1 Pupil Supportive Services

2.2.1.1 Guidance Services (Psychological and Social Work)

The objective of the Child Guidance Department activity was to test, evaluate and refer summer school children and others whose cases are backlogged due to the heavy case load encountered in the Regular School Year. This activity also involved the Health Department of the Newark School District.

2.2.1.2 Health Services

The objective of this Supplementary Health Services activity was to examine, diagnose, refer and treat children with dental, health, hearing, and ocular deficiencies.

2.2.2 Staff Supportive Services

2.2.2.1 In-Service Training

Prior to the inception of the Title I Summer Program orientation sessions were conducted for Instructional and Supportive Service Personnel. In addition, in-service workshops were held during the conduct of the Summer Program. The overall objective of this activity was to allow cognizant personnel to share ideas, materials and techniques which could assist them in their instructional work. At the same time, this would serve to reinforce the team approach concept which was an integral part of the Title I Summer Program design.

2.2.2.2 Teacher Aide Intern Program.

The objective of this activity was to provide summer session courses so that enrollees could accumulate sufficient credit hours to qualify for emergency certification as elementary school teachers in Newark. The enrollment consisted of thirty Teacher Aide Interns enrolled in the Title I New Careers Program over the past three years. The program operated at Livingston and Newark State College for seven and one-half weeks.

2.2.2.3 Central Office Personnel.

The objective of this activity was to improve the monitoring of requirements and distribution of resources pertaining to the Title I Summer Program, and to aid in preparing and disseminating information on the Program. This involved the hiring of two additional coordinators one dissemination and diffusion specialist, and one instructional materials coordinator for the Title I central office during July and August.

3.0 INSTRUCTIONAL EQUIPMENT AND MATERIALS

The major items of equipment and materials utilized in the Title I Summer Program included the following:

Instructional Equipment

Visual

Television Receivers
Technicolor Loop Projectors
Movie Projectors, 16 MM
Movie Projectors, 8 MM
Overhead Projectors
Opaque Projectors
Film Strip and Slide Projectors
Microfilm Readers
Show 'N Tell Devices
Previewers
Cameras

Audio

Radios
Phonographs
Tape Recorders
Cassette Recorders
Carrivoice Units
Listening Stations
Reading Laboratories

Programmed Instruction

Perceptomatics
Controlled Readers
Tachistoscopes
Reading Pacers

4.0 PROGRAM BUDGET

The funds for Newark's Title I Summer Program were provided by the Federal government under the Elementary and Secondary Education Act of 1965. For purposes of uniformity of organization and presentation the total Summer Program budget of $2,898,654, is presented as follows:

INSTRUCTIONAL ACTIVITIES				
Improving Reading Achievement	$1,340.204		46.24%	
Educational Experiential Enrichment	$ 817,347		28.20%	
Subtotal		$2,157,551		74.43%
SUPPORTIVE SERVICES				
Pupil Supportive Services	$ 643,481		22.20%	
Staff Supportive Services	$ 97,622		3.37%	
Subtotal		$ 741,103		25.57%
TOTAL PROGRAM BUDGET		$2,898,654		100.00%

SECTION III

PROGRAM EVALUATION

1.0 OVERVIEW

As part of the overall task of conducting a comprehensive evaluation of the Title I Program in the Newark City School District for the school year 1970-71, the Communication Technology Corporation (CTC) was engaged by the Newark Board of Education to provide an evaluation of the School District's Title I Summer Program for 1971. CTC's effort was directed at providing a complete Summer Evaluation Report generated from an external "in-depth" examination and analysis of information concerning the process and product of the 1971 Title I Summer Program. The fundamental goal of this evaluation effort was to review and investigate the actual operations and subsequent results of the Title I Summer Program in light of the objectives presented in Newark's funding proposal.

Figure III-1 presents the major components and sub-components involved in this overall evaluation task.

As illustrated, the major components are Design, Implementation, and Liaison. CTC considered that the initial steps in this overall effort should be the continuance of the Liaison component previously established in the conduct of the regular school year Title I Evaluation. Specifically, on-going efforts were made to involve the community in the other major components of the summer evaluation process. Towards this end, channels of communication were maintained between the Newark Board representatives, the Title I Central Advisory Committee, interested parents and community groups, and CTC's evaluation staff. The primary method of maintaining these communication channels was to continue to conduct regular meetings between CTC's staff and the involved groups.

Active community involvement in the Implementation phase of the evaluation was afforded by CTC's practice of engaging community people in assisting CTC's field personnel in the actual data collection and interview processes. The continued employment of a Newark community representative as a full time CTC staff member, functioning out of CTC's permanent field office in Newark, provided a vital communication link during the Implementation phase.

The development of a data collection plan for the Summer Program Evaluation included provision for the orderly and timely collection of the objective test data, the conduct of the interviews and on-site observations as well as the administration of the questionnaries.

In considering the instrumentation for the evaluation, CTC submitted the draft instruments to the Newark Board representatives and the previously established Evaluation Subcommittee for their comments and suggestions. The evaluation instruments were administered subsequent to review and concurrence of the aforementioned groups.

To assure accuracy in reporting CTC accommodated the Bilingual Program by having Bilingual Community Personnel conduct interviews in the pupil's predominate language.

CTC provided periodic feedback of pertinent data regarding its activities through monthly reports which delineated progress against the planned set of activities provided to the Newark Board of Education. In addition, CTC maintained on-going communication with the Title I Central Office Staff advising them of significant facts or data regarding CTC's findings during the conduct of the evaluation.

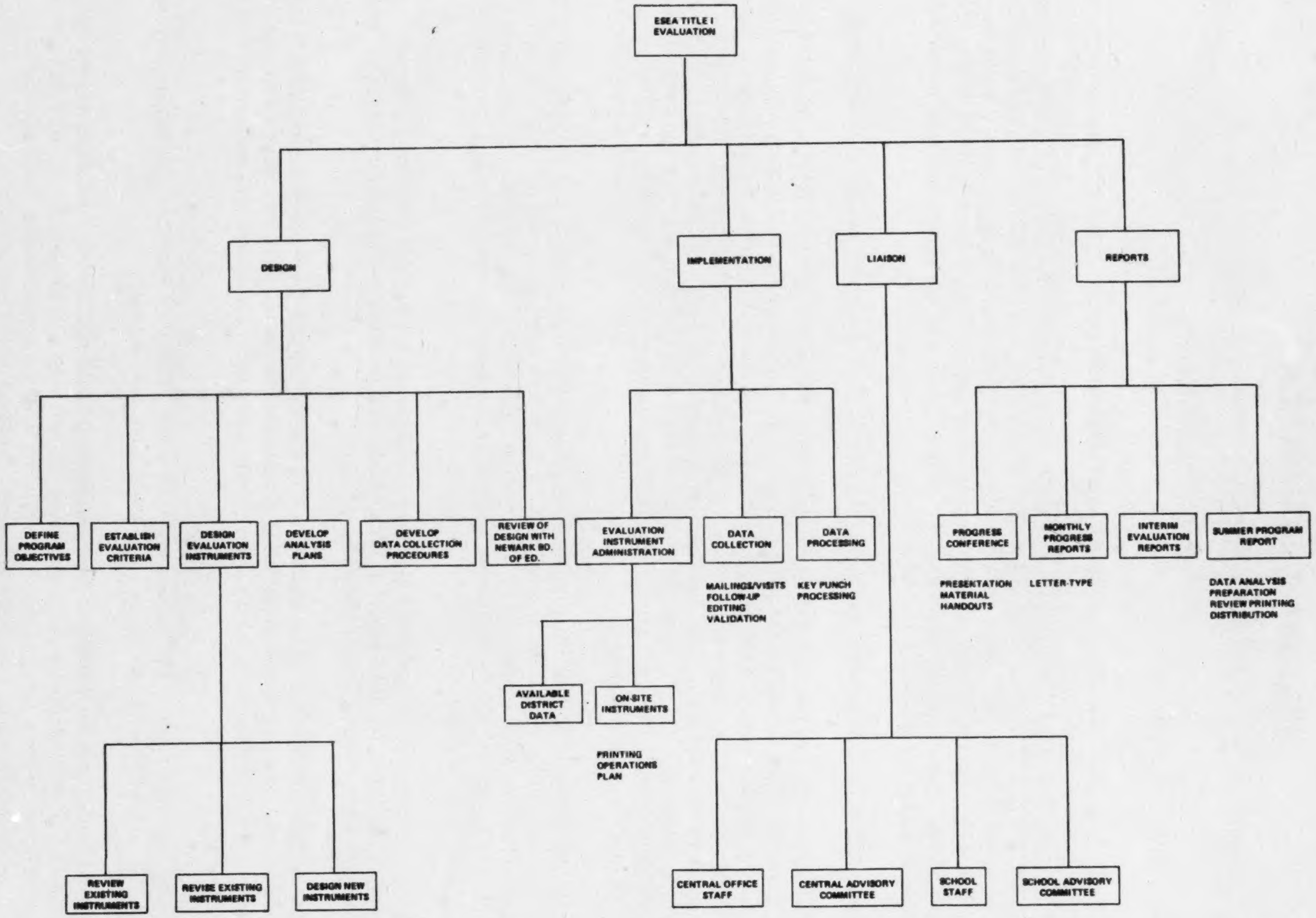
ESEA TITLE I EVALUATION
DESIGN
IMPLEMENTATION
LIAISON
REPORTS
DEFINE PROGRAM OBJECTIVES
ESTABLISH EVALUATION CRITERIA
DESIGN EVALUATION INSTRUMENTS
DEVELOP ANALYSIS PLANS
DEVELOP DATA COLLECTION PROCEDURES
REVIEW OF DESIGN WITH NEWARK BD. OF ED.
EVALUATION INSTRUMENT ADMINISTRATION
DATA COLLECTION
DATA PROCESSING
PROGRESS CONFERENCE
MONTHLY PROGRESS REPORTS
INTERIM EVALUATION REPORTS
SUMMER PROGRAM REPORT
MAILINGS/VISITS
FOLLOW-UP
EDITING
VALIDATION
KEY PUNCH
PROCESSING
PRESENTATION
MATERIAL
HANDOUTS
LETTER-TYPE
DATA ANALYSIS
PREPARATION
REVIEW PRINTING
DISTRIBUTION
AVAILABLE DISTRICT DATA
ON-SITE INSTRUMENTS
PRINTING
OPERATIONS
PLAN
REVIEW EXISTING INSTRUMENTS
REVISE EXISTING INSTRUMENTS
DESIGN NEW INSTRUMENTS
CENTRAL OFFICE STAFF
CENTRAL ADVISORY COMMITTEE
SCHOOL STAFF
SCHOOL ADVISORY COMMITTEE

FIGURE III - 1
EVALUATION WORK BREAKDOWN STRUCTURE

2.0 INSTRUMENTATION

The instruments employed to gather data regarding the overall Newark Title I Summer Program were standardized test scores, interviews/questionnaires and on-site observations. The test scores were the result of the administration of the Metropolitan Reading Readiness and Achievement Tests, the Research Associates Laboratory Test and the Nelson Reading Test to participating Title I pupils in the Reading Activities of the Summer Program on a pre-post test basis. Interview/Questionnaire forms and on-site observation reports were designed and implemented by CTC to obtain valuable subjective data from program participants concerning their reactions to the program in general, and to specific components in particular. Such information, in addition to standardized test scores, provides for a more comprehensive and inclusive analysis of the total program which, in turn, offers the Newark Board of Education and community a key source of information upon which to base future program planning and/or management decisions.

The information collected through the administration of these instruments was subjected to a logical and statistical analysis plan designed and utilized by CTC to make valid and meaningful inferences regarding the various interrelated activities of the Title I Summer Program.

2.1 INTERVIEWS/QUESTIONNAIRES

Interviews/Questionnaires were employed by CTC to collect data from a randomly selected sample of participants in the Newark Title I Summer Program.

Two types of interview forms were developed. One type of interview form had a structured format in order to elicit specific and detailed information in response to questions that addressed significant areas of investigation and requested participant perspectives on various aspects of the Title I Summer Program. Questions were designed to obtain data which the various participants interviewed were uniquely qualified to provide; while at the same time certain items were inserted in the forms which addressed all participants in common.

The other type of interview form was unstructured to allow for greater freedom of response. Questions were fewer in number, open-ended, evoking a narrative-like response permitting participants more latitude in expressing their personal reactions to the Program. While the former interview form (structured) was employed by CTC field personnel in interacting with all the sampled participants, the latter form (unstructured) was confined to Program Administrators. It was felt that these Administrators were in the best position to provide information regarding the overall operation and effectiveness of the Title I Summer Program.

The structured interview form was also utilized as a questionnaire instrument and administered to the participant sample by individual Project Coordinators. The time parameters of the Title I Summer Program necessitated this approach to maintain a uniform data collection schedule that would effectively minimize the "time" variable which would otherwise intervene and possibly alter the attitudinal responses of the participants.

2.2 ON-SITE OBSERVATIONS

Observations of the Title I Summer Program sites were conducted by CTC's field staff. A format was developed which enabled the observer to gather evidence concerning the general educational and/or recreational environment as well as general outcomes of the Title I activities. Provision was made on the observation report to record the identification of the educational and/or recreational activity and the observation of the type of program organization, the teacher (instructor, counselor, etc.) pupil interaction, the educational and/or recreational climate, the presence and use of instructional and/or recreational supplies and equipment, and the adequacy of the physical facilities. The sites observed were randomly selected to provide a representative sample which could be used to present a composite description of the Newark Title I Summer Program.

2.3 STANDARDIZED TESTS

The overall thrust of the 1971 Newark Title I Summer Program was directed toward the improvement of reading achievement of the participating pupils. By design, it provided for the testing of Title I pupils in Elementary Reading Activities, Secondary Remedial/Developmental Activities and Special Remedial Reading Activities. Therefore, CTC made use of the available achievement test scores as indicators of the results of the effectiveness of reading activities as well as pupil progress.

The Metropolitan Reading Readiness and Achievement Tests and the Research Associates Laboratory Test - Initial Reading Level - II B were administered at the Elementary level of instruction and the Nelson Reading Test at the Secondary level.

Pre and post-test score data from the standardized tests were used as a measure of pupil achievement. Because the reading objectives of the overall Title I Program were stated in terms of grade equivalency, CTC used these scores in the data analysis. Comparisons were made by grade level of the mean grade level of the Title I pupils in the Summer Program calculated from an analysis of the 1971 pre and post-test score data. The frequency distribution of the gain scores in reading achievement were also analyzed to permit the presentation of the gains in terms of numbers and kinds of pupils affected by the Program.

3.0 DATA SOURCES

The data sources utilized in the evaluation were the Title I Summer Program participants, classified as Administrative Personnel, Professional Instructional Personnel, Non-Professional Instructional Personnel, Professional Supportive Services Personnel, Non-Professional Supportive Services Personnel, and Title I Summer Program Pupils. Further delineation of participants within these classifications was established according to their "job description". Administrative Personnel included Program Administrators and Project Coordinators. Professional Instructional Personnel were identified as Title I Project Teachers and/or Instructors. Teacher Aides, College Tutors, Community Aides and camp counselors were assigned to the classification of Non-Professional Instructional Personnel. The Professional Supportive Services Personnel were identified as Central Office Coordinators, Physicians, Nurses, Dentists, Medical and Dental Assistants, Psychologists, Psychiatrists, Guidance Counselors, and Librarians. Non-Professional Supportive Services Personnel included personnel associated with Food Services and those assigned as Bus Escorts. Title I Summer Program Pupils were identified as those children, pre-first grade through grade twelve, selected from Title I Schools in the Newark City School District according to the established criteria.

Thirteen hundred seventy seven (1377) staff personnel were estimated to have participated in the Newark Title I Summer Program. To ensure that each classification of personnel was included in the sample, and also to insure that each activity identified in the Program Activity Breakdown Structure was included in the sample, the participants were stratified by class and program activity. From these stratifications a matrix was prepared with program activities on one axis and staff classification on the other.

Because of the diversity of activities and the staff mobility in certain components of the Summer Program it was judged infeasible to attempt to assure a definite sampling percentage in all the cells in the Matrix. It was therefore decided to collect data from 25%-30% of the total estimated population. This decision was based on the fact that Table 20 in Tables for Statisticians by Arkin and Colton lists a 28% sample needed from a population of 1000 and a 16% sample from a population of 2000 to be 95% confident that the responses would be reliable within ±5%.

Table III-1 shows the matrix of stratifications and the number in the sample from each cell.

TABLE III - 1
PROGRAM STAFF SAMPLING MATRIX

1971 TITLE I SUMMER PROGRAM ACTIVITIES	SUMMER PROGRAM STAFF CLASSIFICATION														
	ADMINISTRATIVE			INSTRUCTIONAL						SUPPORTIVE SERVICES					
				Professional			Non-Professional			Professional			Non-Professional		
	Estimated Pop.	Sample Size	%	Estimated Pop.	Sample Size	%	Estimated Pop.	Sample Size	%	Estimated Pop.	Sample Size	%	Estimated Pop.	Sample Size	%
READING															
Elementary	45	28	62	255	81	32	205	58	30						
Secondary	8	5	62	45	23	51	75	26	35						
Bilingual	14	11	79	129	36	28	118	25	21						
Special	4	4	100	33	11	33	15	3	20						
OUTDOOR EXPERIENTIAL ACTIVITIES															
Swim Program	10	6	60	18	5	28	54	6	11						
Campership Program	5*	5	100				50	22	44						
SUPPORTIVE SERVICES										133	27	20	161	12	7
TOTAL	86	59	69	480	156	32	517	140	27	133	27	20	161	12	7

* This number represents the Administrative Personnel who were available during the data collection phase.

Three hundred ninety-four (394) Staff Personnel were interviewed and/or participated in the completion of questionnaires, thus providing a 29% sample.

These personnel were requested to respond to questions which asked for estimates of fact, qualitative judgements, reports of estimated progress, like or dislike of the program and recommendations.

Although standardized test results were the primary source of pupil data, a random sample totaling 154 pupils were interviewed, 148 of whom were from the Secondary level. Ninety-six (96) of the sampled Secondary pupils participated in the Secondary Remedial and Developmental Program which had an estimated population of 394, and 52 pupils were from the Bilingual Reading Centers which had an estimated Secondary population of 264. Six (6) out of an estimated 79 Elementary pupils in the Paleontology Program were also interviewed.

No attempt was made to include the younger pupils in the Primary, Special or Bilingual Reading Centers in the interview sample because it was felt that the amount of information that could be obtained would not justify the interruption of the activities in the limited time available. The high mobility and intense physical activity in the Educational Experential Enrichment component, Swim Instruction Campership Activities precluded any attempts to conduct meaningful interviews with these participating pupils.

SECTION IV

EVALUATION FINDINGS AND DISCUSSION

1.0 INSTRUCTIONAL ACTIVITIES

During the conduct of this evaluation the results of standardized tests, administered as part of the summer activities, were collected and analyzed. In addition, Title I Staff Personnel and pupils were interviewed and/or administered questionnaires, and CTC field representatives performed on-site observations in order to acquire data on many aspects of the program which were not available from the standardized test results. Data concerning the Instructional Activities Component of the program are reported immediately below. Data collected on the other components, i.e., Supportive Services and Educational Experiential Enrichment Activities are reported in other areas in this Section.

1.1 IMPROVEMENT OF READING ACHIEVEMENT

Reading improvement continued to be the priority thrust of Newark's Title I Summer Program. To evaluate the effectiveness of the diversified reading activities, standardized test scores were collected. In addition, interviews were conducted with, and questionnaires distributed to, the program participants in order to elicit their attitudes, feelings, recommendations, and perceived outcomes of the reading activities and related elements, i.e., cultural enrichment and parent and community involvement.

The findings have been analyzed and discussed separately for Elementary, Secondary, Special Education and Bilingual Activities respectively.

Within each of these separate presentations the findings about the overall activities are presented first followed by the findings about the various identified components.

1.1.1 Elementary

The overall Newark Title I Summer Elementary Program was evaluated using interviews, questionnaires and observations. These are presented first in this discussion. The various identified components, Primary Reading Centers, Outdoor Education Centers, Project LINK, and the Paleontology Program, were evaluated using standardized test results and review of their respective final reports. These findings are presented following the discussion of the overall program.

1.1.1.1 General

Interviews and questionnaires were used to probe the Reading Activities and their effects as perceived by the professional and non-professional groups related to the activities. The responses to the items are expressed in percentages because it is a simple statistic and makes comparisons between respondents and between groups relatively easy to understand. Wherever possible, the evaluators searched for patterns of responses from which to make inferences and draw conclusions.

A sample of elementary pupils attending the Paleontology Program at the Newark Museum were interviewed by CTC's field representatives. Fifty percent (50%) of this sample were male and fifty percent (50%) were female. Of the pupils interviewed 33% were in grade six, 50% in grade seven, and 17% in grade eight. The pupils were asked to respond to various questions regarding different phases of the Paleontology Program, e.g., tutor-pupil interaction, as well as the relationship between the Title I Program for the Regular School Year and the Summer Program

When asked if the tutors were of help all (100%) responded that the tutor was helping them very much.

When asked about the difficulty of the Title I Summer Program none (0%) of the pupils responded that it was more difficult than the Regular Title I Program. Seventeen percent (17%) indicated that it was as difficult, and 83% of the pupils felt that the Title I Summer Program was not as difficult as the Regular Program.

The pupils were asked to estimate the degree of help the Title I Summer Program would give them in their regular school work. None (0%) of the pupils replied that the Summer Program would be no help at all. Sixty-seven percent (67%) of the pupils felt that the Summer Program would be very helpful in their regular school work; 33% felt it would be somewhat helpful, and none (0%) felt it would be of very little help. An indication of the degree of satisfaction the pupils had with the Summer Program is that none (0%) wished they could drop out of the Summer Program, while 83% indicated that they were happy to be in the Summer Program.

These pupil responses suggest that the Title I pupils in the Paleontology Program see value in their summer instructional activities directly related to their regular school work; also the pupils appear to receive a great deal of satisfaction and perhaps pleasure in their activities which appear to be worthwhile and helpful.

Administrative Personnel in Elementary Instructional Activities were interviewed and/or administered questionnaires by CTC. Fifty-seven percent (57%) of the Administrators in the sample were male and 43% female. Sixty-one percent (61%) were Caucasian and 39% were Black. Sixty-eight percent (68%) of the Administrators had held their present position in the Title I Summer Program for one year, 18% for two years, 7% for three years, and 7% for five years. The median range of time spent per week working with Community Groups was 4 to 6 hours, with individual parents 1 to 3 hours, and with teachers 4 to 6 hours.

The Administrators were asked to rate the success of the Title I Program in the district and in their individual Centers. Sixty-one percent (61%) said that the Program in the district was successful and 69% said the Program was successful in their Center. Twenty-five percent (25%) said that the Program in the district was moderately successful and 31% said their Center's Program was moderately successful. Seven percent (7%) said the District Program could be much better, but none (0%) said the same for their Center. Seven percent (7%) had no opinion about the success of the District Program.

When asked to rate the success of their Title I Center specifically in terms of its objectives as stated in the Project Description, 61% rated it very successful, 32% rated it moderately successful, 4% marginally successful, none (0%) felt it could be much better, and 3% had no opinion.

The Administrators were asked to indicate the areas where there is a need for improvement in the Title I Summer Program. Fifty percent (50%) indicated that communicating more effectively with parents of the pupils and increased parent involvement. Nearly as many (43%) said that there was need for improvement in making class material more relevant to the pupils' environment.

From the data presented thus far it is clear that the Administrators of the Elementary Program rate their Program as successful in meeting their objectives but the Program could be improved by more parent communications and involvement as well as making the class material more relevant to the pupils' environment.

When asked what single change they would make in the Title I Summer Program if they could, the most frequent change indicated was to "provide more Reading Centers". The most frequent major effect of the Summer Program listed by the Administrators was, "provide more individualized help to pupils". When asked what form of assistance they would like for their Project Teachers in their Title I Summer Program the Administrators indicated in descending order of importance more books, more audio-visual aids, and more orientation programs for Project Teachers. When asked what form of assistance would most aid them in their efforts the Administrators indicated more Project Teachers first, more orientation programs for Project Coordinators second, and more Consultant Services third.

Not only do the Administrators see a need for more parent involvement and more relevant materials, they see a need for more teachers and an expansion of the Program.

A portion of the Administrative Personnel, i.e., Program Administrators, were asked to indicate significant strengths, weaknesses, effectiveness, and recommended changes regarding the Title I Summer Program. Through the use of the unstructured interview technique, these Administrators were permitted greater latitude in expressing their thoughts and feelings.

The most frequent responses to the question, "Indicate the significant strength(s) of the Summer Program", were the following: parental and community involvement, intensification of instructional services, reduction of teacher-pupil ratio, opportunities for innovative activities, team effort approach, continuity of Title I services and activities throughout the entire summer, and effective communication between the Administrative Personnel. These responses coupled with the responses on the structured interview demonstrates the Administrator's concern with parental involvement, the need for small classes, and communication.

The most frequent responses to the question, "Indicate the significant weakness(es) of the Summer Program were the following: absence of a sufficient number of cultural enrichment activities, shortage of materials, supplies and equipment at the inception of the Summer Program, and inadequate program planning time.

The question was asked, "In terms of resources expended, do you think the Title I Summer Program is more, less, or about as effective as the Regular Title I Program?" All the Program Administrators who were interviewed stated that they felt the Title I Summer Program was more effective than the Regular Title I Program. When requested to qualify their responses they referenced the strength(s) of the Summer Program they had indicated as being more in evidence in the Summer Program than in the Regular TItle I Program

The most frequent responses to the question, "Indicate suggested changes in the Summer Program", were the following: provide more adequate time for program planning, provide more orientation programs for all cognizant personnel and increase the number of participating pupils.

The Professional Instructional Personnel (Project Teachers) in the sample were 31% male and 69% female. Forty-three percent (43%) were Caucasian; 52% black, 1% Spanish surnamed and 3% other. Forty-one percent (41%) have worked in the Title I Summer Program one year, 23% for 2 years, 15% for 3 years, 7% for 4 years, 4% for 5 years, and 10% for six years. Forty-two percent (42%) of these teachers also worked in the Regular Title I Program.

When asked to rate the success of the Title I Program, 51% rated the overall Program as successful, 28% rated it moderately successful, 12% said it could be much better, and 9% expressed no opinion. In contrast, 73% rated the Program in their centers as successful, 17% moderately successful, 4% could be much better, and 6% expressed no opinion. It is apparent that the teachers tend to rate the program in their center higher than they do the overall Program. When asked to rate the appropriateness of the printed materials and textbooks to their Program activities 47% said they were very appropriate, 42% said they were moderately appropriate, and 11% said they were marginally appropriate to inappropriate.

To determine if in the opinion of the instructional staff the needs of the pupils are being met, the Project Teachers were asked to check the needs of the pupils and also to indicate the degree to which they were met. The findings from these items are summarized in Table IV-1.

The Table shows that where many teachers see the greatest needs, i.e., diagnosis of pupils individual educational needs, psychological or individual testing, evaluation of pupil abilities, medical examinations, and medical treatment, most of them are aware that they are provided; and, the majority rate the service as very adequate.

TABLE IV–1
PUPIL SUPPORT SERVICES AS REPORTED BY INSTRUCTIONAL STAFF OF PRIMARY READING CENTERS (NUMBERS IN % OF RESPONSES)

Type of Service	Services Needed	Services Not Provided	Services Provided			
			Very Adequate	Somewhat Adequate	Somewhat Inadequate	Very Inadequate
Diagnosis of pupil's individual educational needs	76	9	54	35	2	0
Psychological or individual testing of pupils with special problems	73	12	53	26	7	2
Evaluation of pupil ability and attitudes	75	9	55	32	2	2
Assisting pupil with personal and social adjustment	70	11	59	23	7	0
Assisting pupils with educational career choices	22	88	5	5	2	0
Referral to specialist or agency outside the school	44	11	19	68	1	1
Visitation to home of pupil	42	21	40	29	8	2
Physical, dental or eye and ear examination	82	15	72	11	2	0
Medical or dental treatment	74	20	64	15	1	0
Physical therapy	15	72	14	10	0	4

It is also clear that the teachers are the major needs of the pupils in the area of diagnosis and examination.

The Professional Instructional Personnel associated with the Elementary Instructional Activities were asked to indicate the valuable resources in their Title I Summer activities. Eighty-four percent (84%) indicated audio-visual equipment, 85% indicated textbooks at the student level, 79% Teacher Aides, and 62% Community Aides. The teachers apparently see a greater need for materials than they do for personnel (aides). Of the Professional Instructional Personnel reporting, 11% indicated that audio-visual equipment was not available, 39% reported that it was available frequently, 36% indicated that it was available sometimes and 14% said it was seldom available.

The Professional Instructional Personnel most frequently reported that provision for more individualized help to pupils has been the major effect of the Title I Summer Program. The Non-Professional Instructional Personnel included in the sample were Teacher Aides (83%), Tutors (5%) and Community Aides (12%). Of these, 9% were male and 9% were female. Twenty-one percent (21%) were Caucasian, 75% were Black, and 4% were Spanish surnamed. Sixty percent (60%) have worked in the Title I Summer Program one year, 27% for 2 years, 5% for 3 years, and 8% for 4 years. None of these Non-Professional Instructional Personnel reported that they were employed in the Regular Title I Program.

When asked to rate the success of the Title I Program, 54% rated the overall Program as successful, 22% rated it moderately successful, 9% said it could be much better and 15% expressed no opinion. In contrast, 72% rated the Program in their Centers as successful, 16% moderately successful, 7% could be much better, and 5% expressed no opinion. The Non-Professional Instructional Personnel, like the Professional Instructional Personnel, tend to rate their Center's success higher than the overall Title I Summer Program.

When asked to rate the appropriateness of the printed materials and textbooks to their Program activities 62% said they were very appropriate, 32% said they were moderately appropriate, and 6% said they were marginally appropriate to inappropriate.

The Non-Professional Instructional Personnel were asked to indicate the valuable resources in their Title I Summer Activities. Eighty-three percent (83%) indicated audio-visual equipment 89% indicated textbooks at the student level, 86% Teacher Aides, and 67% Community Aides. Of the Non-Professional Personnel reporting, 18% indicated that audio-visual equipment was not available, 58% reported that it was frequently available, 18% indicated that it was sometimes available and 13% said it was seldom available.

The Non-Professional Instructional Personnel most frequently reported that provision for more individualized help for pupils has been the major effect of the Title I Summer Program. The second most frequently reported effect of the Program was provision of supplementary reading instruction.

The cultural enrichment activities of the Title I Summer Program have been a continuation and expansion of previous year's efforts to provide "educationally deprived children" with meaningful and effective exposure to a variety of such activities conducted within centers (on-premise) and on field trips (off-premise) to other locations. The following sample of cultural enrichment activities conducted at the elementary level is presented to indicate the types and kinds of activities in which the Instructional Staff, pupils, and parents cooperatively participated during the Summer Program.

ON-PREMISE
- Storyland Adventure by Yates Children's Theatre
- Mecca Magic
- Hiawatha
- Nicola Marionettes
- Harry Oliver Magic Show
- Puppet Show
- Scenes from Wizard of Oz

OFF-PREMISE
- Sandy Hook State Park
- Island Beach State Park
- Brooklyn Museum
- Rutgers Animal Farm
- Watchung Trailside Museum
- Allaire State Park – Nature Hike

In addition to these types and kinds of cultural enrichment activities, the Title I Summer Program pupils were exposed to lectures, demonstrations and fossil trips conducted by the Administrative personnel of the Summer Paleontology Program based at the Newark Museum. A condensed version of the regular daily Paleontology Program, which serviced 79 pupils from 24 Title I Elementary and Secondary schools, was presented to more than 1,000 pupils attending the Title I Summer Day Camps and Reading Centers.

Instructional Personnel (teachers) in the sample were requested to rate the effectiveness of the cultural enrichment activities in helping the pupils in their communication skills. Professional Instructional Personnel (Project Teachers) responded as follows: 62% said the cultural enrichment activities provided to elementary pupils were very successful, 28% said it was moderately successful, 8% marginally successful, none (0%) rated it as unsuccessful, and 2% were not sure. Of the Non-Professional Instructional Personnel, 64% said it was very successful, 27% said it was moderately successful, 5% marginally successful, and 4% were not sure.

To supplement the findings of the interviews, CTC's field representatives visited twelve classrooms in the Elementary Reading Centers and noted their observations and ratings on forms designed to generally describe the program organization and to rate the level of pupil participation and the facilities.

In all the observations, classroom instruction was observed; in six of the twelve classrooms, total group participation was observed; in five classrooms, small group participation was observed; and in one classroom, total and small group participation was observed. In one Center individualized instruction was also observed. It appears, from the observations, that the Elementary Reading Centers are utilizing a mixture of total and small group instruction in about equal proportion with some individualized instruction.

To determine what types of materials were available to support the instruction the observer noted the materials, equipment and supplies used. In nine of the twelve observations, instructional equipment and supplies and audio-visual aids were used. In all the observations chalk boards and bulletin boards were used. These observations indicate that the teachers did employ a variety of equipment and supplies to support their instructional efforts.

The observers rated the teacher effort to involve the pupils in the activities and also rated the pupils' efforts to become involved. In three of the twelve classrooms the teachers' efforts were rated "excellent"; in eight of the classrooms the teachers' efforts were rated "good"; in only one was the teachers' efforts rated "fair". In none of the classrooms were the teachers' efforts to involve the pupils rated "poor".

In two of the twelve classrooms the pupils' efforts to become involved in the activities were rated "excellent"; in eight of the twelve classrooms the pupils' efforts were rated "good"; and in two the pupils' efforts were rated "fair". From these ratings, it is apparent that both the teachers and pupils are making the effort to bring about pupil achievement.

The observers rated the facilities in relation to the size of the group and also the level of physical maintenance of these facilities. In nine of the twelve observations the facilities were rated adequate; in three of the twelve the facilities were rated very adequate. In rating the level of maintenance the observers rated three "excellent", six "good", and three "poor".

A composite of the observations portrays the Elementary Reading Centers as employing a combination of total and small group instruction using a variety of instructional materials to support good teacher and pupil effort in adequate facilities which are in a good level of maintenance.

Observers from the field staff of CTC also visited three Outdoor Education Centers, one of which was a Special Outdoor Education Center. The observers describe the program organization and to rate the level of pupil participation and the facilities.

In all the observations a combination of total group participation, small group participation and individual instruction was observed. It appears, from the observations, that the Outdoor Education Centers are utilizing a wide variety of program organizations to work with the pupils.

To determine what types of materials were available to support the instruction the observer noted the material, equipment and supplies used. In all three of the centers, instructional equipment and supplies, audio-visual aids, sports equipment and supplies, and chalk boards and bulletin boards were used. These observations indicate, that the teachers employed a wide variety of equipment and supplies to support their instructional efforts.

The observers rated the teacher effort to involve the pupils in the activities and also rated the pupils' effort to become involved. In all three centers the teachers' efforts were rated "excellent" in classrooms. In two of the three centers the pupils' efforts to become involved in the activities were rated "excellent" and in one the pupils' efforts were rated "fair". From the ratings of the pupils' and teachers' efforts, it is apparent that both the teachers and pupils are making great efforts to bring about pupil achievement.

The observers rated the facilities in relation to the size of the group and also the level of physical maintenance of these facilities. In two of three Centers the facilities were rated adequate; and in one of the facilities were rated very adequate. In rating the level of maintenance the observers rated two "excellent" and one "good".

A composite of the observations portrays the Outdoor Education Centers as employing a combination of total, small group instruction and individualized using a large variety of instructional materials to support excellent teacher and pupil effort in adequate facilities which are in a good to excellent level of maintenance.

The observation, interview, and questionnaire findings about the overall Elementary portion of the Newark Title I Summer Program point out that the pupils see value in and are generally satisfied with the Program; the Administrators see the Program as successful and more effective than the Regular Program but could be improved with better planning to allow more lead time to make materials available early in the Program, and permit more parental involvement; the Instructional Personnel, both professional and non-professional, see their individual program as more successful than the overall Elementary Program and rate the materials available as appropriate.

These findings coupled with the observations show that the Newark Title I Summer Elementary Program is using appropriate materials in adequate facilities to conduct educational activities in which the personnel involved, (administrative, instructional and pupils) are putting forth considerable effort and are reasonably pleased with the outcomes.

1.1.1.2 Primary Reading Centers

The second and third grade Title I pupils in the Primary Reading Centers were administered the Metropolitan Achievement Test in July, 1971 and again in August, 1971. From these tests grade equivalent scores for Word Knowledge and Reading Comprehension were obtained. The average grade equivalent for each grade was calculated by Center. The total average grade equivalent for the Program was then calculated. From the average grade equivalents on the pre and post–test the average gains in grade equivalents were computed. These comparisons for Reading are presented in Tables IV–2 and IV–3.

Because the treatment between tests was approximately one month in duration, the expected average growth for the pupils would be 0.1 grade equivalents. It is clear from the Tables that for the entire Reading Program the average measured growth was greater than 0.1 grade equivalents both for Word Knowledge and Reading Comprehension. This also indicated that the majority of the individual Centers had some gains in either second or third grade and most had gains in both.

TABLE IV–2
MEAN GRADE EQUIVALENTS AND GAINS–GRADE 2
PRIMARY READING CENTERS
METROPOLITAN ACHIEVEMENT TEST

	WORD KNOWLEDGE					READING				
NUMBER	PRE–TEST	N	POST–TEST	N	GAIN	PRE–TEST	N	POST–TEST	N	GAIN
046	1.6	24	2.2	26	.6	2.1	28	2.3	26	0.2
055	2.2	28	2.8	12	.6	2.1	28	3.1	12	1.0
063	1.7	50	2.1	49	.4	1.7	50	2.3	49	0.6
059	1.8	30	1.7	41	-.1	1.5	30	1.9	41	0.4
051	1.6	29	1.5	29	-.1	1.5	29	1.5	29	0.0
075	1.8	58	2.0	35	.2	1.4	48	1.8	35	0.4
091	1.8	42	2.1	33	.3	1.6	42	2.1	33	0.5
071	1.7	77	1.9	82	.2	1.9	75	1.9	81	0.0
067	1.8	37	2.1	28	.3	1.8	37	2.8	27	1.0
101	1.6	41	2.4	39	.8	1.6	41	1.6	38	0.0
099	1.6	39	1.9	46	.3	1.8	37	1.8	46	0.0
082	1.5	27	1.5	31	.0	1.5	27	1.7	28	0.2
088	1.9	54	2.0	53	.1	2.2	54	2.1	52	-0.1
096	1.5	58	1.8	51	.3	1.5	58	2.1	39	0.6
140	1.7	92	2.0	77	.3	1.6	93	2.1	78	0.5
097	1.6	64	2.0	54	.4	2.2	46	2.3	43	0.1

TABLE IV–3
MEAN GRADE EQUIVALENTS AND GAINS–GRADE 3
PRIMARY READING CENTERS
METROPOLITAN ACHIEVEMENT TEST

	WORD KNOWLEDGE					READING				
NUMBER	PRE–TEST	N	POST–TEST	N	GAIN	PRE–TEST	N	POST–TEST	N	GAIN
046	2.4	23	2.4	20	0.0	2.4	23	2.6	19	0.2
055	2.6	30	2.6	9	0.0	3.0	30	2.6	9	-0.4
063	2.5	80	2.8	59	0.3	2.4	80	2.7	59	0.3
059	2.2	25	2.5	22	0.3	2.1	25	2.5	22	0.4
051	2.2	44	2.1	40	-0.1	2.2	44	2.1	39	-0.1
075	2.0	41	2.3	19	0.3	1.9	41	2.3	18	0.4
091	2.4	38	3.1	38	0.7	2.2	38	2.6	38	0.4
076	2.5	64	2.7	58	0.2	2.4	63	2.7	56	0.3
067	2.1	45	2.4	39	0.3	2.0	45	2.3	39	0.3
101	1.4	24	2.1	35	0.7	1.9	24	2.1	35	0.2
099	2.3	40	2.6	34	0.3	2.4	40	2.7	34	0.3
082	2.2	33	2.8	28	0.6	2.2	33	2.6	28	0.4
088	2.1	64	3.1	33	1.0	2.0	64	2.6	32	0.6
096	2.0	47	1.9	46	-0.1	2.1	48	2.4	37	0.2
140	2.0	70	2.3	64	0.3	2.1	68	2.2	63	0.1
097	2.0	48	2.2	42	0.2	2.2	46	2.3	43	0.1

The average grade equivalents for the second and third grades in Word Knowledge and Reading Comprehension are presented in graph form in Figure IV–1.

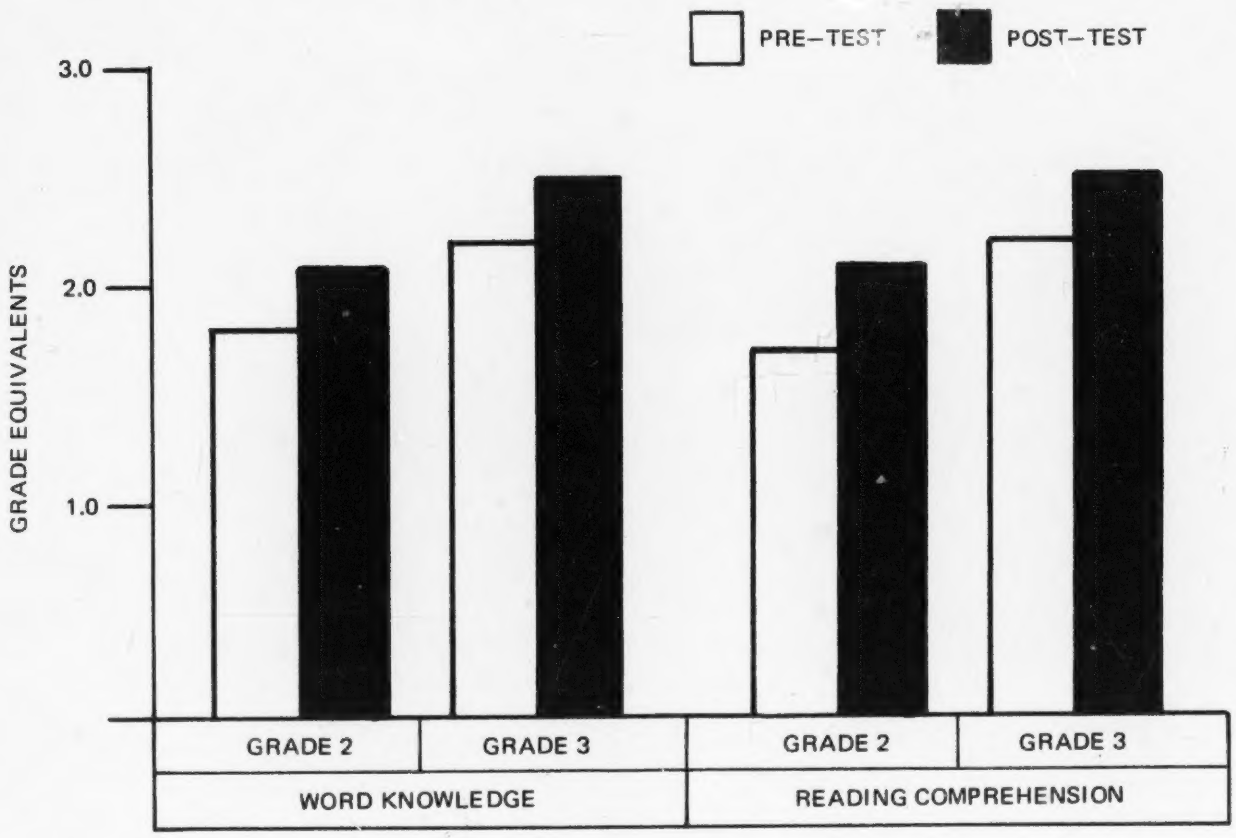

FIGURE IV–1
AVERAGE READING SCORES: PRE AND POST
METROPOLITAN ACHIEVEMENT TEST
PRIMARY READING CENTERS – GRADES 2 AND 3

Figure IV–1 shows that the third grade which would be normally expected to have an average grade equivalent of 3.0 started the program farther behind in grade level than did the second grade which would be normally expected to have an average grade equivalent of 2.0. Also, the second grade pupils who were tested at the completion of the Newark Title I Summer Program at the Elementary Reading Centers are shown to be, on the average, slightly above grade level in both Reading Comprehension and Work Knowledge skills; but although there was an apparent gain by third graders they did not on the average measure at grade level in these skills.

To verify the above findings, a random sample (123) of second grade total reading gain scores was selected, and a frequency distribution was prepared. This frequency distribution appears in Figure IV–2.

The median score is 0.2 and the mean is also 0.2. From this data it is clear that the pupils on the average exceeded the expected gain of 0.1 grade equivalents, and that more than half the pupils made some measured gain in reading achievement while in the Newark Title I Summer Program at the Elementary Reading Centers.

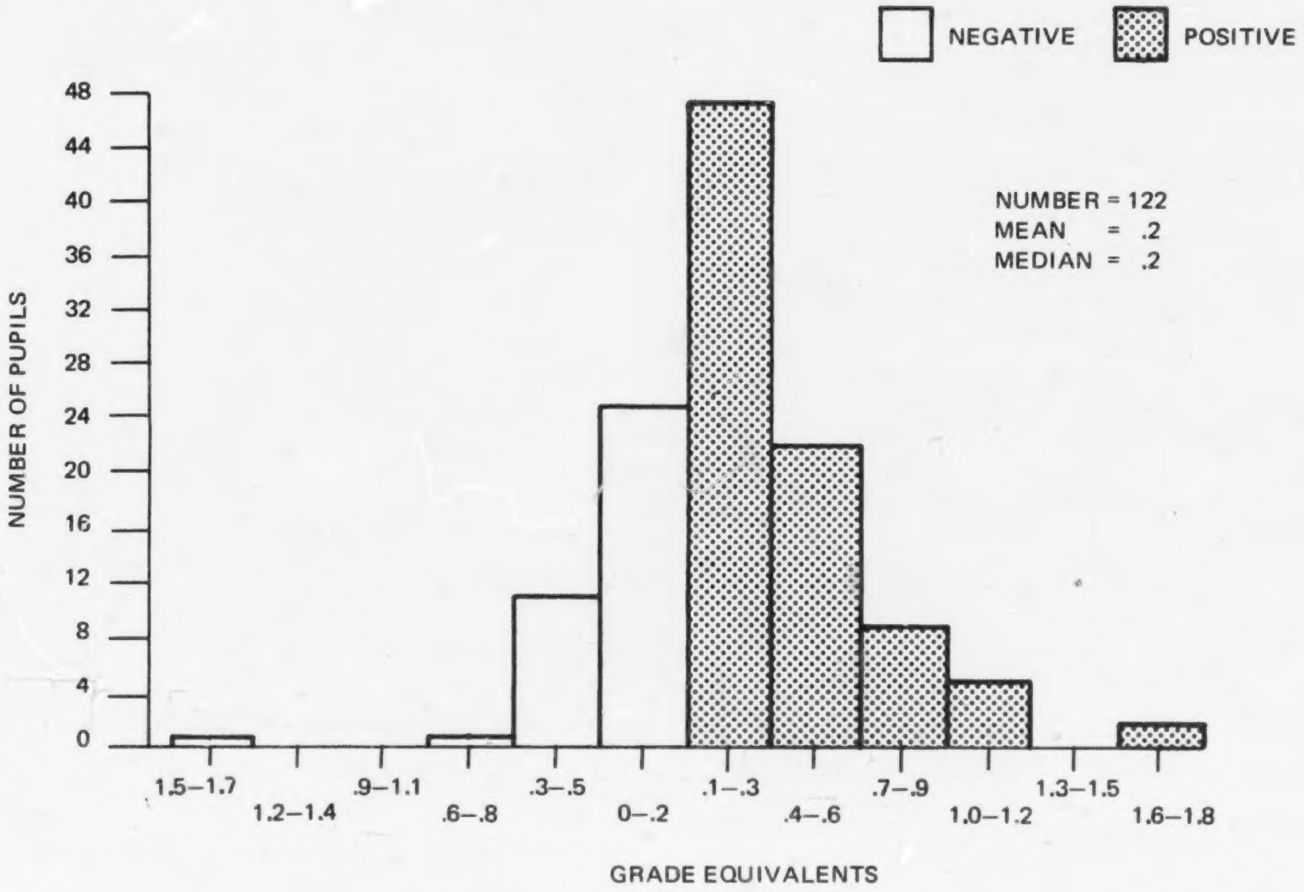

FIGURE IV–2
FREQUENCY DISTRIBUTION: TOTAL READING GAIN SCORES
METROPOLITAN ACHIEVEMENT TEST
PRIMARY READING CENTERS – GRADE 2

To look at the distribution of the gain in the third grade a random sample (127) of reading comprehension gain scores of the Metropolitan Achievement Test was selected, and a frequency distribution was prepared. This distribution is presented in Figure IV–3.

The distribution of third grade gain scores approximates the normal distribution with most of the scores around the median. The few high gains (1.0 or greater) cause the mean to be greater than the median. However, it is clear that, no matter which measure of average (mean or median) is used, the pupils in the sample, on the average, achieve at, or above, the expected rate of 0.1 grade equivalents as measured by the test.

From the test scores presented above it is obvious that the second and third grades, who comprise the Program in the Elementary Reading Centers, do score higher on the tests than expected. There is, however, no way to be sure that the higher scores are not the result of the testing situation or that the gains will hold up over time. For this reason, CTC has identified those pupils who were in the longitudinal study during the Regular Year in the hopes that at the end of the 1972 Title I Program they can be compared to pupils who also were in the 1970–71 and 1971–72 Regular Title I Program, but not the 1971 Summer Program.

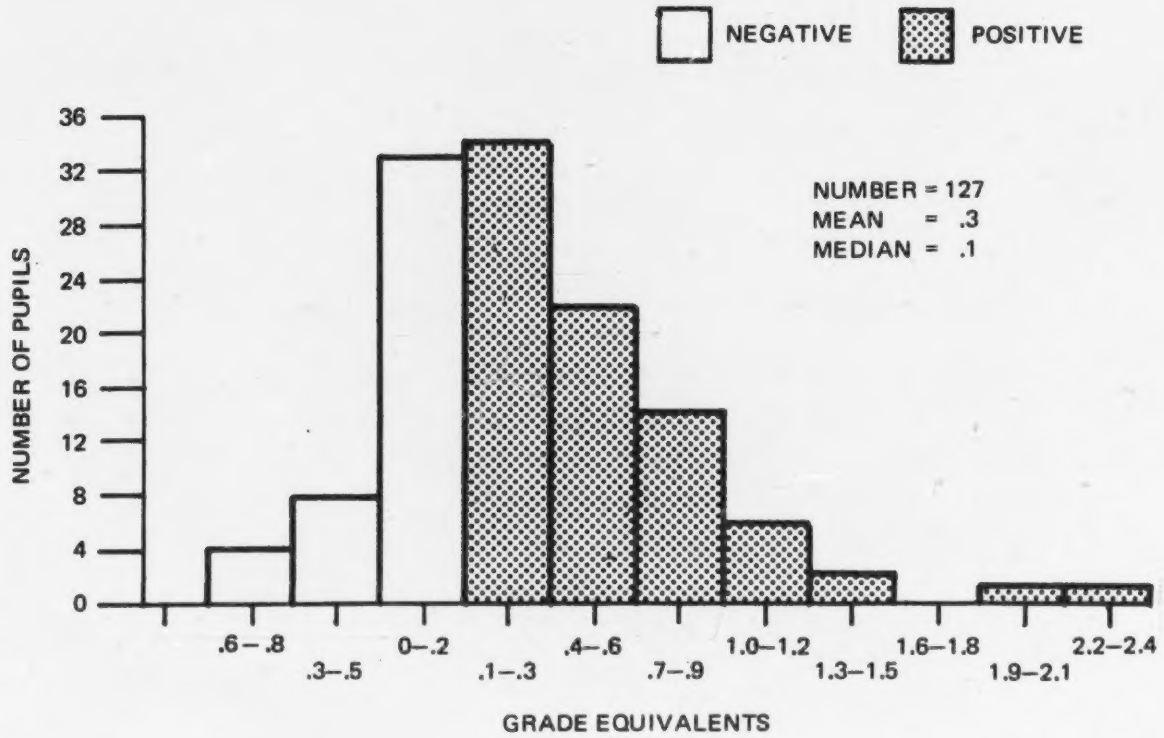

FIGURE IV–3
FREQUENCY DISTRIBUTION: TOTAL READING GAIN SCORES
METROPOLITAN ACHIEVEMENT TEST
PRIMARY READING CENTERS – GRADE 3

The pre first grade Title I pupils in the Primary Reading Centers of the Newark Title I Summer Program were given Reading Readiness activities to prepare them for first grade reading. As part of the activities at the Elementary Reading Centers the pupils were administered the Metropolitan Readiness Test (MRT) which is designed to measure their reading readiness status. The test is designed to classify the pupils as to their degree of readiness based upon the range into which the pupils' raw scores fall. The classes are A for Superior, B for High Normal, C for Average, D for Low Normal, and E for Low. The scores from the pre and post–tests were reported by class.

These classes are established as one standard deviation in length based on the norming group 7% of the group will fall into level A, 24% into level B, 38% into level C, 24% into level D, and 7% into level E.

A random sample of 200 pupils was selected, and their pre-test and post-test scores on the MRT were used in the analysis. From the pre-test to the post-test it was possible to move up or down the various levels. The maximum possible shift upwards is four levels (+4) from E to A, and the maximum possible shift downward is also four levels (-4) from A to E. The number of steps shifted from the pre-test to post-test was calculated, and the frequency of each was determined.

One half percent (0.5) of the pupils increased four levels; 2.5% increased three levels; 12% increased two levels; 52.5% increased one level and 27.5% remained the same. Only 5% showed a measured decrease of one level, and none showed a decrease of more than one. Two-thirds (67%) of the pupils did show an increase in reading readiness while in the Elementary Reading Centers.

In addition to the individual gains, the percent of pupils in each class on the pre-test and post-test were calculated. The percentages are presented in Table IV–4.

TABLE IV–4
PRE AND POST–TEST DISTRIBUTION–PRE–FIRST GRADE
PRIMARY READING CENTERS
METROPOLITAN READING READINESS TEST

Level	A	B	C	D	E
Pre test	4%	13%	30%	36%	17%
Post test	20%	15%	41%	18%	6%
Expected	7%	24%	38%	24%	7%

From Table IV–4 it is apparent that the pupils measured lower on the pre-test than would be expected from the distribution of the national norming population. However, the post-test shows that after the Summer experience, the group had improved and more closely approximated the expected distribution. There is a much larger percentage than expected in the high level. Perhaps a more substantial finding is the shift in central tendency as measured by the mode (most frequent occurrence). The mode has shifted from the D level to the C level which shows that on the average the pupils have gained one level.

It is clear from the analysis of the standardized test data from the Primary Reading Centers that the Program is accomplishing the objective of raising the reading level of the pupils as measured by the tests.

Using the objective stated in the Newark Title I Proposal for the 1970–71 school year of increasing reading achievement by 1.0 grade equivalents, the objective for the Summer Program would be to increase the reading level of the pupils 0.1 grade equivalents. This objective according to the test results was, on the average, exceeded at the Primary Reading Centers.

1.1.1.3 Outdoor Education Centers

A sample of 43 pupils in third grade and 37 pupils in fourth grade attending the Outdoor Education Centers was administered the Metropolitan Reading Test in August 1971 as part of the Newark Title I Summer Program. These pupils had also taken the Metropolitan Test in May 1971 as part of the 1970–71 Title I Program for the regular school year. The May test was used as a pre-test and the August test as a post-test in the evaluation. The grade equivalent scores for the pre-test and post-test were used to calculate the individual gains, as well as the average grade level for each grade. The average gain in grade equivalency was also calculated.

The average pre and post-test grade equivalencies with the average gain are presented in Table IV–5.

TABLE IV–5
MEAN GRADE EQUIVALENTS AND GAINS–GRADES 3 AND 4
OUTDOOR EDUCATION CENTERS
METROPOLITAN ACHIEVEMENT TEST

Grade	N	Pre-test	Post-test	Gain
3	43	2.6	3.0	0.4
4	37	2.6	3.1	0.5

It is obvious that on the average both grades increased greater than the 0.1 grade equivalency expected from approximately one month treatment. It is also clear that both grades began below grade level with grade four further below grade level than grade three. On the average, those pupils in grade three tested at the end of the Summer Program will enter third grade at grade level in reading skills as measured by the test; the fourth graders will not.

In addition to the mean grade equivalents and gains presented above, a frequency distribution of the individual scores was prepared, and is presented in Figures IV–4 and Figure IV–5.

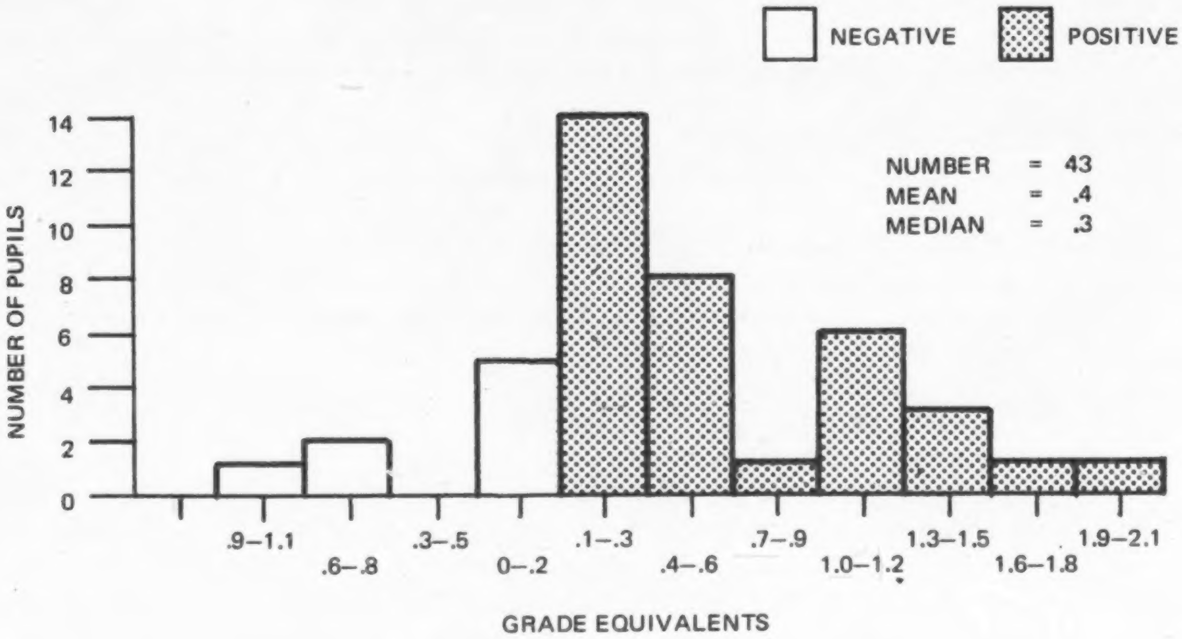

FIGURE IV–4
FREQUENCY DISTRIBUTION: TOTAL READING GAIN SCORES
METROPOLITAN ACHIEVEMENT TEST
OUTDOOR EDUCATION CENTERS – GRADE 3

The median gain for the third graders in the Outdoor Education Center was 0.3 grade equivalencies, which shows that half the pupils achieved well over the expected gain of 0.1. Over half of the third grade pupils achieved the expected level or better.

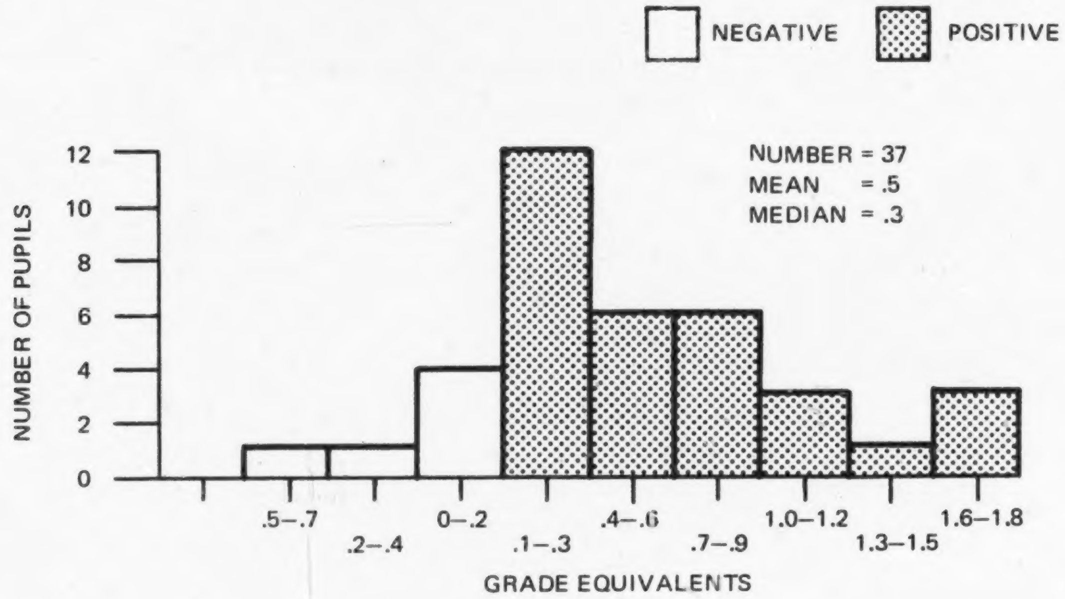

FIGURE IV–5
FREQUENCY DISTRIBUTION: TOTAL READING GAIN SCORES
METROPOLITAN ACHIEVEMENT TEST
OUTDOOR EDUCATION CENTERS – GRADE 4

The median gain for the fourth graders of the Outdoor Education Centers was also 0.3 grade equivalents showing that over half of the fourth grade pupils also made gains in excess of the expected 0.1 grade equivalencies.

As with the Primary Reading Centers the pupils at the Outdoor Education Centers achieved gains on the average, greater than expected based on the objectives of the 1970–71 Newark Title I Proposal.

1.1.1.4 Project Link

Project Link involved seventh and eighth grade elementary pupils in the Science Research Associates (SRA) Reading Laboratory. As part of the Title I Summer Program activities the pupils were given the SRA Reading Laboratory Tests in July and again in August. The scores were reported in grade equivalent for reading level. The mean grade equivalent level on the pre-test and post-test as well as mean gains were calculated for both grades. The individual gains were also calculated for the pupils in both grades. There were 41 seventh grade pupils and 20 eighth grade pupils in the sample. The mean grade equivalents and gains are presented in Table IV–6.

As measured by the tests both grades were well below reading level at the start of the program, but did make relatively large gains in the short period to time the program was in operation. These gains are well in excess of the expected gain of 0.1 grade equivalents in one month of treatment.

The frequency distributions of the gain scores of the individual pupils in both grades were prepared and are presented in Figures IV–6 and Figure IV–7.

TABLE IV–6
MEAN GRADE EQUIVALENTS AND GAINS–GRADES 7 AND 8
PROJECT LINK
METROPOLITAN ACHIEVEMENT TEST

Grade	N	Pre-test	Post-test	Gain
7	41	5.2	5.9	0.7
8	29	5.1	5.3	0.2

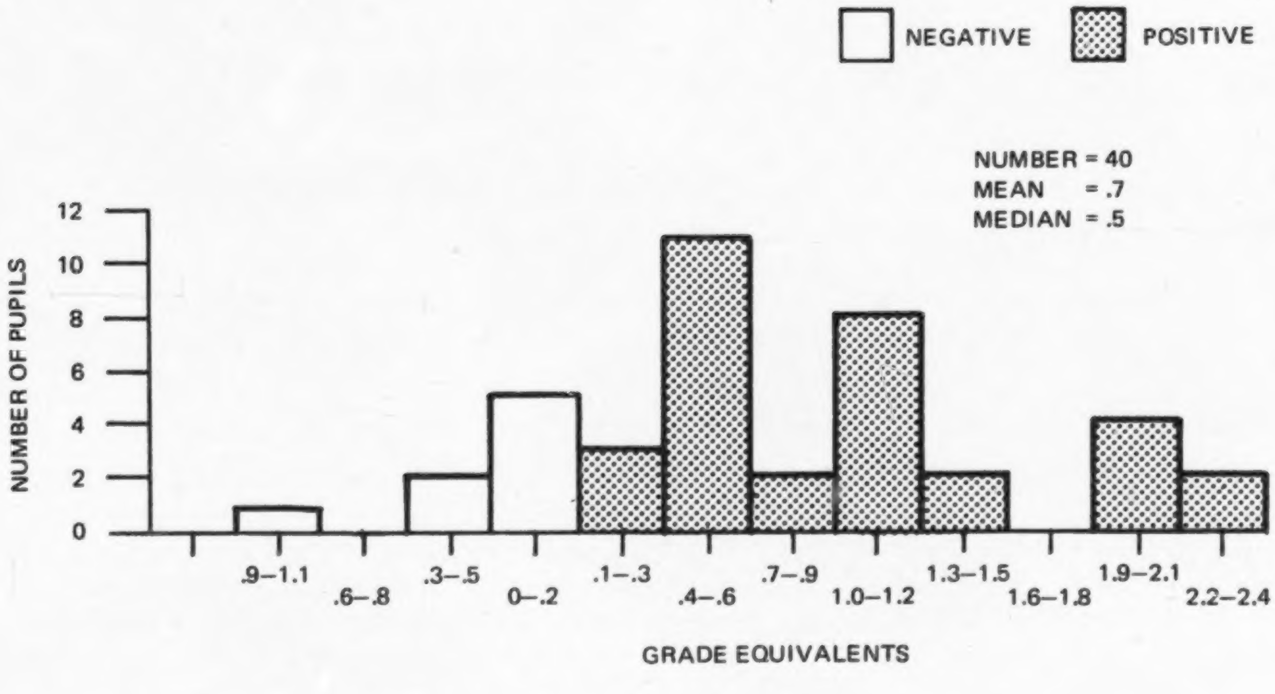

FIGURE IV–6
FREQUENCY DISTRIBUTION: TOTAL READING GAIN SCORES
METROPOLITAN ACHIEVEMENT TEST
PROJECT LINK–GRADE 7

The median gain for the seventh grade pupils in Project Link was 0.5 grade equivalencies in one month's treatment which is in excess of the expected 0.1 gain. It is clear that more than half the pupils experienced a gain greater than 0.1.

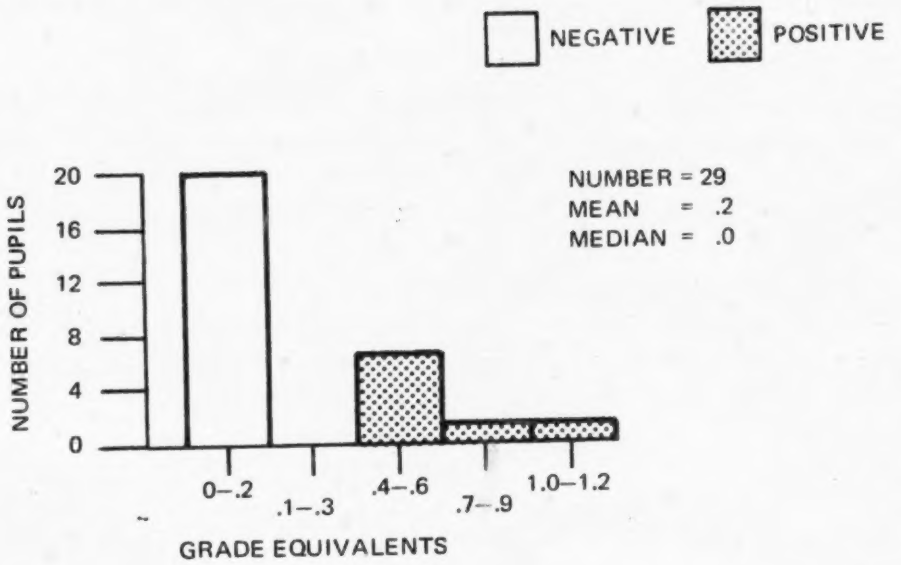

FIGURE IV–7
FREQUENCY DISTRIBUTION: TOTAL READING GAIN SCORES
METROPOLITAN ACHIEVEMENT TEST
PROJECT LINK – GRADE 8

The median gains in grade equivalents for the eighth grade in Project Link was 0.0 whereas the mean was 0.2. Although the mean indicates that on the average the gains were nearly 0.2 grade equivalents, over two-thirds (69%) of the pupils made no gains. Because the data appears to be discontinuous, that is, too widely separated scores represent most of the sample, these findings may be distorted by measurement error and should not be considered as representative of the achievement of the grade eight pupils in Project Link. However, the small sample size (29) may account for the apparent discontinuity. If this were the case, it then appears that Project Link had two distinct groups of eighth graders, those who did not receive much benefit from the treatment and those who benefited a great deal.

The standardized test data leaves little doubt that the pupils in the Summer Education Centers and Project Link have a measured gain in reading skills in excess of what would normally be expected for the time of treatment. There is no way to determine if these gains will hold up over time at present; however, it is hoped that a continuation of the longitudinal study into the next year will provide some evidence about the lasting effect of the Summer Activities.

1.1.1.5 Paleontology Program

The Newark Paleontology Program served 2,116 boys and girls of which 1,080 participated in activities at the Newark Museum and 1,036 participated in the Paleontology activities in the Title I Summer Camps and Summer Schools.

The Program Administrators of the Paleontology Program administered a pre and post-test to participants in the Program and the results of a random sample are reported in the Program's Final Report on file at the Department of Federal Assistance Programs, Board of Education, Newark, New Jersey.

According to this report 95% of the pupils after the Summer experience were able to adequately define a fossil, whereas, before the Program only 50% of the pupils were able to do so. Also, after the Program 87% of the pupils could list the equipment needed for fossil hunting while only 44% could do so before the Program.

From these, and other responses reported in the Final Report, it is reasonable to believe that the pupils did in fact make cognitive gains in an earth science; also, these pupils gained an exposure to, and interest in, an area of investigation that they are unlikely to get on the streets of the city; this is evidenced by the fact that 95% of the pupils reporting indicated that workshops on fossils is interesting.

The Summer Program received attention from the news media in the form of newspaper articles, a series of three radio programs which involved the administrator of the fossil program with one of his students on the Newark Board of Education Radio Station, WBGO, and a television program on the CBS, "The Captain Kangaroo Show".

1.1.2 Secondary

As with the Elementary Instructional Activities, standardized tests, interviews, questionnaires and on-site observations were used to collect data on the Title I Summer Program at the secondary level.

The interviews, questionnaires, and on-site observations were used to gather evidence about the over-all effects of the Newark Title I Summer Secondary Program. Test data were collected and analyzed to measure the effects of the Remedial and Developmental Centers which constituted the major activity of the Secondary Program. For the other activities of the Program, review and analysis of the final reports provided information used in the presentation.

The following presentation begins with a discussion of the findings on the over-all program, and is followed by a discussion of the various activities.

1.1.2.1 General

Interviews, questionnaires, and on-site observations were utilized to study [illegible] Secondary Instructional Activities and their effects, as perceived by the professional and non-professional groups related to the Program. The responses to the items are expressed in percentages because [illegible] a simple statistic and makes comparison between respondents and between groups relatively easy to understand.

The Secondary pupils included in the sample were interviewed to determine their attitudes and feelings concerning certain aspects of the Title I Program. Forty percent (40%) of the sampled pupils were male and 60% were female.

The pupils were selected from the Secondary Remedial and Developmental Reading Centers, the Newark Theater Workshop, and the Secondary Tutorial Program. Of those pupils interviewed, 28% were in grade seven, 7% in grade eight, 56% in grade nine, 4% in grade ten, 3% in grade eleven, and 2% in grade twelve.

When asked if the tutors were of help only 8% responded that the tutor is not helping at all, whereas, 75% felt that the tutor was helping very much; the remainder (17%) indicated that the tutor was helping a little.

When asked about the difficulty of the Title I Summer Program, 17% of the pupils responded that it was more difficult than the Regular Title I Program, 11% indicated that it was as difficult, and 72% of the pupils felt that the Title I Summer Program was not as difficult as the Regular Program.

The pupils were asked to estimate the degree of help the Title I Summer Program would give them in their regular school work. Only 5% of the pupils replied that the Summer Program would be no help at all. Seventy-three percent (73%) of the pupils felt that the Summer Program would be very helpful in their regular school work, 20% felt it would be somewhat helpful, and 2% felt it would be of very little help.

An indication of the degree of satisfaction the pupils had with the Title I Summer Program in seen in that only 4% wished they could drop out of the Summer Program, while 72% indicated that they were happy to be in the Summer Program.

These pupil responses suggests a picture of Secondary Title I pupils who see value in the Summer Program, as evidenced by the large percentage who felt that it would be very helpful in their regular school work, and were happy to be involved in the Title I Summer Program.

The Administrative Personnel in the sample, who were interviewed concerning their reactions to the Summer Program, possessed the following characteristics; 80% were male and 20% were female. Twenty percent (20%) were White and 80% were Black. Twenty percent (20%) of the Administrative Personnel had held their present position in the Title I Summer Program for one year, 60% for two years and 20% for three years.

The median range of time spent per week working with Community groups was more than 10 hours; with individual parents, 4 to 6 hours, and with teachers, more than 10 hours.

The Administrators were asked to rate the success of the Title I Program in the District and in their Center. Forty percent (40%) said that the Program in the District was successful and 60% said the Program was successful in their Center. Forty percent (40%) said that the Program in the District was moderately successful and 20% said their Centers' Program was moderately successful. Twenty percent (20%) said the District Program could be much better, and 20% said the same for their Center.

When asked to rate the success of their Title I Center, specifically in terms of it objectives as stated in the Project Description, 40% rated it very successful, 40% rated it moderately successful, and 20% marginally successful. The Administrators clearly see their Program as successful.

The Administrators were asked to indicate the areas where there is a need for improvement in the Title I Summer Program. Forty percent (40%) of the Administrators reported that there was a need for improvement in motivating students generally and communicating more effectively with the Project Coordinators and/or Administrators. Only 20% of the Administrators indicated a need for improvement in any of the other areas including communicating more effectively with other personnel, parent involvement and planning lessons.

When asked what single change they would make in the Title I Program if they could, the most frequent change indicated was provide more Reading Centers. The most frequent major effect of the Summer Program listed by the Administrators was provide opportunities for positive change regarding pupil attitudes toward school. When asked what form of assistance they would like for their teachers in their Title I Summer efforts the Administrators indicated more consultant services first, more orientation for project teachers second, and more personal contact with the Central Office Staff third.

The Program seems successful in changing pupil attitudes; however, there appears to be a need for increased internal communication.

Program Administrators, at the Secondary level of instruction were asked to indicate significant strengths, weaknesses, and recommended changes regarding the Title I Summer Program. As in the case of the Elementary Program Administrators, the unstructured interview technique was employed by CTC field staff to encourage greater freedom in the expression of their thoughts and opinions.

The most frequent responses to the query, "Indicate the significant strength(s) of the Summer Program", are listed as follows; reduced teacher-pupil ratio, individual tutorial help for the pupils, team teaching approach, parent and community involvement and, cultural enrichment activities.

The most frequent responses to the question, " Indicate the significant weakness(s) of the Summer Program", were the following: The Title I Summer Program planning period is too short in duration and adequate materials and supplies were not always available at the inception of the program.

With the reference to suggested changes in the Summer Program, the most frequent responses were the following; there should be greater diversity in the off-premise cultural enrichment activities; a longer duration of time should be allotted for planning the Summer Program; and, adequate materials, supplies and equipment should be provided at the inception of the Title I Summer Program.

Project Teachers, classified as Professional Instructional Personnel in the Secondary Instructional Activities, were interviewed and/or administered questionnaires. These personnel were asked to respond to questions regarding the activities, materials, and services of the Title I Summer Program. It was found that, on some items, there was a reluctance to respond. No attempt was made to force a response. Because there were not complete responses on all items, the percentages reported below are calculated on the basis of total responses to the question with the exception of particular items in which the personnel were given an opportunity to indicate "all that apply". Where the respondents were asked to respond to "all that apply", the percentages are based on the number of personnel involved in the sample.

The Professional Instructional Personnel in the sample possessed these major characteristics: 52% were male and 48% were female. Forty-eight percent (48%) were White and 52% were Black. Sixty-eight percent (68%) have worked in the Title I Summer Program one year; 27% for two years, and 5% for three years. Nine percent (9%) of these personnel have worked in the Regular School Year Title I Program. It is clear from the responses that most of the Project Teachers had little experience in the Title I Summer Program. Only about one third (32%) had more than one year's experience, and less than 10% had experience in the Regular School Year Title I Program.

When asked to rate the success of the Title I Program, 26% rated the overall program as successful, 57% rated it moderately successful, 4% said it could be much better, and 13% expressed no opinion. In contrast, 57% rated the program in their Centers as successful, 39% moderately successful and 4% said it could be much better. It is obvious that these teachers tend to rate the success of the program at their Center as more successful than the over-all Program.

When asked to rate the appropriateness of the printed materials and textbooks to their program activities 35% said they were very appropriate, 56% said they were moderately appropriate, and 9% said they were marginally appropriate to inappropriate.

There appears to be little doubt that the Project Teachers feel that the materials in use in the Secondary Instructional Activities are appropriate as is evidenced by the small percent (9%) who rate the materials as marginally appropriate to inappropriate.

To determine if in the opinion of the instructional staff the needs of the pupils are being met, the staff was asked to indicate the needs of the pupils and also to indicate the degree to which they were met. The findings from these items are summarized in Table IV–7.

TABLE IV–7
PUPIL SUPPORT SERVICES AS REPORTED BY INSTRUCTIONAL STAFF OF SECONDARY AND REMEDIAL DEVELOPMENTAL CENTERS

Type of Service	Services Needed	Services Not Provided	Services Provided			
			Very Adequate	Somewhat Adequate	Somewhat Inadequate	Very Inadequate
Diagnosis of pupil's individual educational needs	100	9	32	50	9	0
Psychological or individual testing of pupils with special problems	59	33	24	28	10	15
Evaluation of pupil ability and attitudes	96	0	38	52	10	0
Assisting pupil with personal and social adjustment	90	0	41	55	0	4
Assisting pupil with educational career choices	45	0	26	58	16	0
Referral to specialist or agency outside the school	14	50	11	22	11	16
Visitation to home of pupil	18	47	11	21	16	5
Physical, dental or eye and ear examination	32	47	21	16	5	11
Medical or dental treatment	14	60	15	10	5	10
Physical therapy	5	74	5	11	5	5

The responses for the Secondary Teachers were essentially the same as for the Elementary Teachers; namely, that where a large need was noted,it was also noted,that it was provided and, generally, it was adequate as perceived by the teachers. One major difference from the elementary teachers' report is that the secondary teachers note a need for assisting the pupil with personal and sound adjustment.

From the Table it can be seen that few (16% or less) rate the services provided as "very inadequate." Also, of those that report the service is provided, the majority rate it as "somewhat adequate" to "very adequate". It is also clear from the table that where a large percent of the teachers perceive a need only a small percent report that it is not provided.

It is reasonable to believe from this data that the services provided are adequate for the pupil needs as perceived by the teachers involved in the Secondary Reading activities.

The Professional Instructional Personnel in the Secondary Reading Program were then asked to indicate the valuable resources in their Title I Summer activities. Sixty-five percent (65%) indicated audio-visual equipment, 96% indicated textbooks at student level, 91% Teacher Aides and 22% Community Aides. It is apparent that the teachers rate textbooks at the pupil level and teacher aides as more valuable than audio-visual equipment and community aides.

Of the teachers reporting, 36% indicated that audio-visual equipment was not available, 23% reported that it was frequently available, 18% indicated that it was sometimes available and 10% said it was seldom available.

The Professional Instructional Personnel most frequently reported that provision for opportunities for positive change regarding pupil attitudes toward school has been the major effect of the Title I Summer Program.

The sample included Non-Professional Instructional Personnel in the Secondary Instructional Activities. Twenty-seven percent (27%) were male and 73% female; 26% were White, 69% Black, and 8% Spanish surnamed. Seventy-two percent (72%) have worked in the Title I Summer Program one year, 28% two years, and 4% three years. Eight percent (8%) of these instructional personnel also worked in the Regular Title I Program.

When asked to rate the success of the Title I Program, 8% rated the overall Program as successful, 46% rated it moderately successful, 17% said it could be much better, and 29% expressed no opinion. In contrast, 8% rated the program in their Centers as successful, 65% moderately successful, 15% could be much better, and 12% expressed no opinion.

When asked to rate the appropriateness of the printed materials and textbooks to their program activities 27% said they were very appropriate, 54% said they were moderately appropriate, and 19% said they were marginally appropriate to inappropriate.

The Non-Professional Instructional Personnel were asked to indicate the valuable resources in their Title I Summer activities, 85% indicated audio-visual equipment, 73% indicated textbooks at student level, 50% Teacher Aides, and 23% Community Aides.

Of the Non-Professional Instructional Personnel reporting, 52% indicated that audio-visual equipment was not available, 4% reported that it was frequently available, 35% indicated that it was sometimes available and 9% said it was seldom available.

The Non-Professional Instructional Personnel most frequently reported that provision for more individualized help to pupils has been the major effect of the Title I Summer Program.

In addition to the interviews and questionnaires, observers from the field staff of CTC visited seven classrooms in the Secondary Remedial and Developmental Centers and noted their observations and ratings on forms designed to generally describe the program organization and to rate the level of pupil participation and the facilities.

In all the observations classroom instruction was observed; in two of the seven classrooms, small group participation was observed; in four classrooms, total and small group participation was observed; and in one classroom, individualized instruction was observed. It appears, from the observations, that the Secondary Remedial and Developmental Centers are using for the most part total and small group instruction with some individualized instruction.

To determine what types of materials were available to support the instruction the observer noted the materials, equipment and supplies used. In four of the seven observations, instructional equipment and supplies and audio-visual aids were used. In four observations chalk boards and bulletin boards were used. These observations indicate, that the teachers in the Secondary Remedial and Development Centers employed a variety of equipment and supplies in their instructional efforts.

The observers rated the teacher effort to involve the pupils in the activities and also rated the pupils' efforts to become involved. In three of the seven classrooms the teachers' efforts were rated "excellent"; in one of the classrooms the teachers' efforts were rated "good", and in one the teachers' efforts were rated "fair". In two of the classrooms the teachers efforts to involve the pupils were rated "poor".

In two of the seven classrooms the pupils' efforts to become involved in the activities were rated "excellent"; in three of the seven classrooms the pupils' efforts were rated "good"; and in two the pupils' efforts were rated "fair". From the ratings of the pupils' and teachers' efforts, it is apparent that both the teachers and pupils are, on the average, making "good" efforts to bring about pupil achievement; however, the teachers' efforts seem to be either excellent or poor, whereas, the pupils' efforts seem for the most part to be "good".

The observers rated the facilities in relation to the size of the group and also the level of physical maintenance of these facilities. In four of the seven observations the facilities were rated adequate; in one of the seven the facilities were rated very adequate, two of the facilities were rated inadequate. In rating the level of maintenance the observers rated one "excellent", one "good", five "fair", and none "poor".

A composite of the observations portrays the Secondary Remedial and Developmental Centers as employing a combination of total and small group instruction using a variety of instructional materials to support good teacher and pupil effort in adequate facilities which are in a fair level of maintenance.

The Title I Staff, pupils and parents cooperatively engaged in a variety of on-premise and off-premise cultural enrichment activities. At the Secondary Remedial and Developmental Reading Centers each pupil participated in five (5) full day cultural enrichment activities which included field trips to such sites as Island Beach State Park and the Rutgers College of Agriculture and Environmental Science. The thirty (30) participating pupils in the Newark Theater Workshop were exposed to various activities which were selected to assist them in the development of their theatrical abilities e.g., the Temptations and Last Poets concert in Newark, and two professional shows in New York City. The overall success of the Workshop was demonstrated by the production of a play at the conclusion of the Theater Workshop to which the Newark community was invited. On-site observation by CTC field personnel provided evidence that the pupils were actively and responsibly involved in the different aspects of the production under the direct supervision of professional theatrical personnel. The pupils constructed the scenery, made the costumes and other stage aides to be used in the play. Those pupils who were in the cast were observed to be most cooperative and enthusiastic in responding to direction and instructions during rehearsals.

The Instructional Personnel in the Secondary Instructional Activities were requested to rate the effectiveness of the cultural enrichment activities in helping the pupils in their communication skills. Fifty percent (50%) of the Professional Instructional Personnel (Project Teachers) in the sample said that the cultural enrichment activities were very successful, 45% said they were moderately successful, and 5% were not sure. Most of the Project Teachers (95%) saw value in the cultural activities as evidenced by the number who rated these activities as moderately successful to successful.

Rating the effectiveness of the cultural enrichment activities in helping the pupils in their communication skills, 12% of the Non-Professional Instructional Staff in the sample said the experiences were very successful, 56% said they were moderately successful, 20% rated them marginally successful, 0% said they were unsuccessful, and 16% were not sure.

1.1.2.2 Remedial and Development Centers

The Nelson Reading Test was administered to seventh and ninth grade Title I pupils enrolled in the Newark Title I Secondary Remedial and Developmental Activities in July, 1971 and again in August, 1971. The total reading scores were reported in grade equivalents. The mean grade equivalent of each Center, as well as the total for both the pre and post-tests, are presented in Tables IV-8 and IV-9.

TABLE IV–8
MEAN GRADE EQUIVALENTS AND GAINS–GRADE 7
SECONDARY REMEDIAL AND DEVELOPMENTAL CENTERS
NELSON READING TEST

Center	N	Pre-test	N	Post-test	Mean Gain
027	5	4.3	-	-	-
034	4	4.5	4	4.3	-0.2
037	84	4.5	84	4.6	0.1
031	10	3.9	10	4.4	0.5
Total	104	4.4	98	4.5	0.1

TABLE IV–9
MEAN GRADE EQUIVALENTS AND GAINS–GRADE 9
SECONDARY REMEDIAL AND DEVELOPMENTAL CENTERS
NELSON READING TEST

Center	N	Pre-test	N	Post-test	Gain
027	60	5.6	29	6.1	0.5
034	72	5.9	41	5.9	0.0
037	-	-	-	-	-
031	45	6.1	45	8.2	2.1
Total	177	5.8	115	6.8	1.0

Note from the Tables that the Centers, as a whole (total), show pupil gains in both seventh and ninth grades; the gains in grade seven was at the expected level of 0.1 after one month treatment and the gain in grade nine was far in excess of the 0.1 expected gain. Because all the pupils who took the pre-test did not take the post-test the comparisons are made with caution; however, it is clear that those pupils who were tested at the end of the program measured, on the average, at or above 0.1 grade equivalents higher than those pupils who were tested at the beginning of the program.

To verify the finding shown above, a sample of pupils who had completed both the pre and post-test were chosen and their gain scores were calculated. The frequency distribution of the seventh grade gain scores are presented in Figure IV-8.

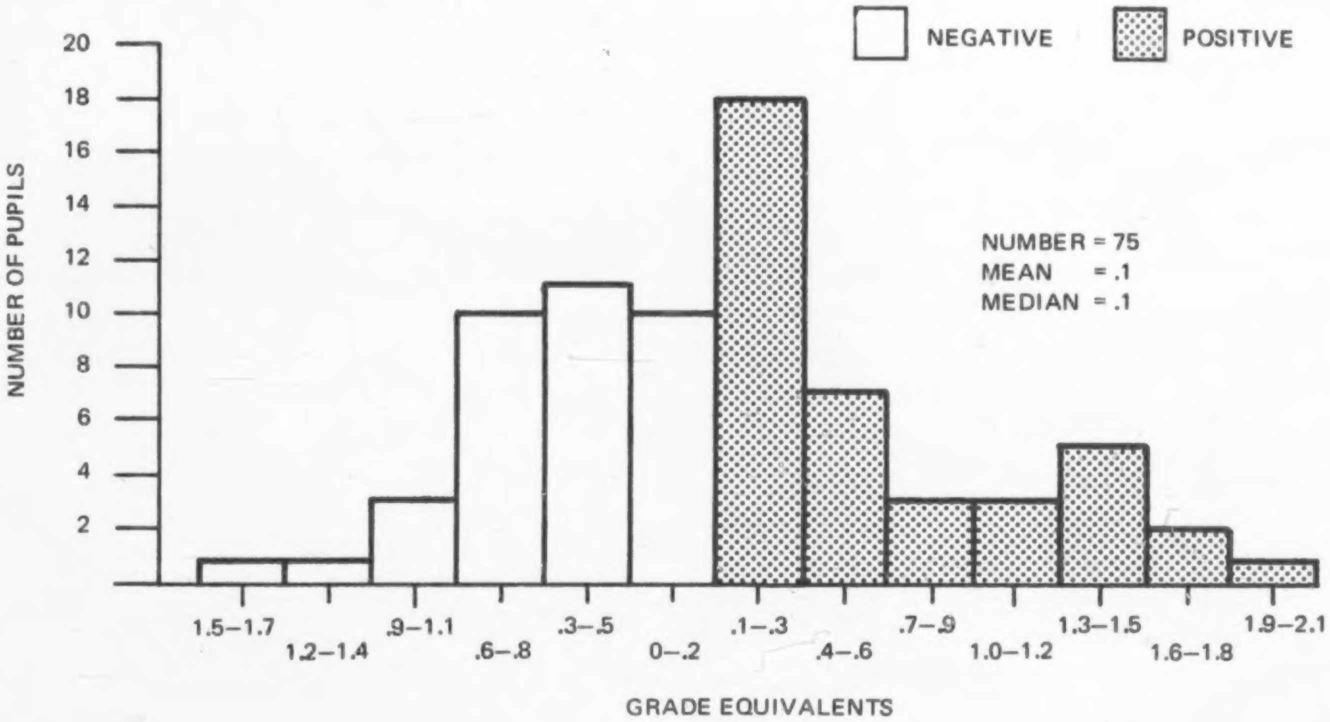

FIGURE IV–8
FREQUENCY DISTRIBUTION: TOTAL READING GAIN SCORES
NELSON READING TEST
SECONDARY READING CENTERS – GRADE 7

The median and mean of the sample of seventh grade pupil gains is 0.1 grade equivalent gain showing that half the pupils made gains of 0.1 grade equivalents or more from the time they entered the Program until they left in August. Also, the seventh grade pupils on the average gained 0.1 grade equivalents during the Newark Title I Summer Program.

The frequency distribution for the ninth grade pupils in the Secondary Remedial and Development program is presented in Figure IV-9.

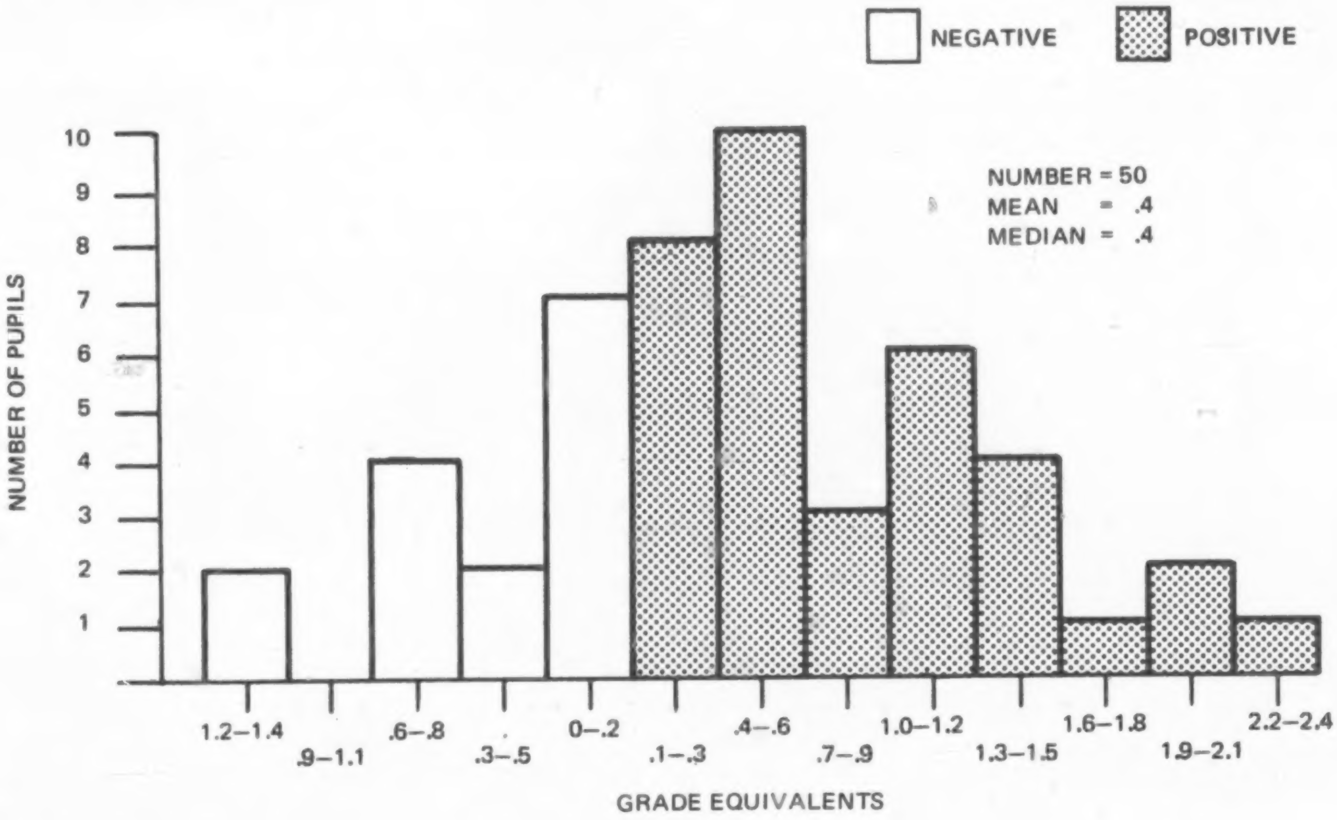

FIGURE IV–9
FREQUENCY DISTRIBUTION: TOTAL READING GAIN SCORES
NELSON READING TEST
SECONDARY READING CENTERS – GRADE 9

As with the distribution of the seventh grade, the ninth grade frequency distribution of reading gain scores is nearly symmetrical with the mean and median coinciding. The ninth grade mean and median grade equivalent gains were both 0.4 which far exceeds the 0.1 gain expected during the length of treatment. More than half the pupils who took the pre and post-test gained 0.1 or better and, on the average, the gain for the pupils in the sample was 0.4 grade equivalents.

In addition to the reading test the pupils in the Secondary Remedial and Developmental Program were given either a forty question computational test in mathematics or the Intermediate Arithmetic section of the Metropolitan Achievement Test in July and again in August. These total grade equivalent for the pre and post test were reported to CTC. The mean pre and post-tests for the pupils in the Secondary Centers with average gain are reported in Table IV-10.

It is clear from the data that, on the average, the pupils in the Newark Title I Summer Secondary Remedial and Developmental Program who were measured at the end of the Program were considerably higher (0.4 grade equivalents or more) than those who were measured at the beginning of the Program.

TABLE IV–10
MEAN GRADE EQUIVALENTS AND GAINS–GRADES 7 AND 9
SECONDARY REMEDIAL AND DEVELOPMENTAL CENTERS
NELSON READING TEST

Grade	N	Pre-test	N	Post-test	Gain
7	21	4.7	15	5.1	0.4
9	162	6.2	122	6.6	0.4

From the test data presented on the Remedial and Developmental Centers there is little doubt that the pupils who participated in the Program, on the average, measure gains in excess of what would be expected with one month treatment. As with the finding for the Elementary program there is no way at this time to be assured that these gains will hold up over time. It is expected that a continuation of the longitudinal study initiated as part of the 1970–1971 Newark Title I Evaluation should provide evidence about the stability of the gains.

1.1.2.3 Secondary Tutorial Program

In evaluating the Secondary Tutorial Program, CTC requested a sample of pupils to rate the amount of help they received from their tutors. These findings were reported in Section 1.1.2.1. Most of the pupils (92%) felt the tutors were of some help with 75% feeling that the tutors were helping very much.

Information collected on the Tutorial Program showed that, of those pupils receiving tutorial aid, only 5% dropped out and 10% failed. Nearly half (48%) of the pupils receiving tutorial aid received a C or better as a final grade. The Program Administrator feels this is quite an accomplishment in light of the fact that the expected failure rate was in excess of 50%.

The teacher prepared a subjective evaluation of the individual tutors and, therefore also of the Program. A review of these evaluations show that the teachers feel that the Program is very valuable. This is illustrated by the typical remarks made by the teachers, such as:

> "The tutorial program was very successful."
> "Three students would not have passed without the help of the tutors."
> "This (Tutorial Program) is another facet of the educational program that should be exploited and made good use of."
> "I hope this program will continue."
> "The Tutoring Program has been invaluable to both my students and me."
> "The Tutorial Program has been extremely helpful."

The pupils were also given an opportunity to comment on the tutors. Their typical comments were as follows:

> "I thank my tutor for helping me to think for myself . . ."
> "She is very understanding."
> "I think we should have tutoring sessions in every school during the school year, not only in summer school."

The evidence suggests that both the pupils and teachers feel the Program is successful. This appears to be based on the feeling that the tutors provide an opportunity for individualized instruction within the context of larger groups which permits the teacher to progress with the group and the pupil to progress at his own pace. This produces a pleasant and profitable educational experience for both pupil and teacher.

1.1.2.4 Newark Theater Workshop

In addition to the general data collected through interviews and/or questionnaire administered to cognizant personnel in the Newark Theater Workshop and discussed in Section IV, 1.1.2.1 General, specific data were gathered by CTC through on-site observations. These data are presented and discussed in the following paragraphs in relation to the stated objectives of the Workshop.

One objective was to provide workshop sessions designed to instruct the pupils in acting, speech, script writing, lighting, production techniques, dance, costumes, make-up and play writing. In terms of providing the process whereby this instruction could be conducted, observers noted that adequate professional staff and facilities, equipment and supplies were available to successfully achieve this objective. Pupils were given instruction in the stated theatrical arts by professional personnel assigned to the Workshop. These personnel included a Program Administrator, Theatrical Director, Technical Director, Stage Managers, Theatrical Arts Instructors and actors. The CTC field staff observed that these personnel were obviously quite involved with the Title I Secondary pupils in various instructional groupings i.e., small group classroom and/or workshop settings, large group on-stage setting, and individual tutoring situations. The major instructional dynamics observed in these settings were excellent instructor rapport with the pupils and a high degree of pupil participation in the classroom setting. It was noted in one class, covering instruction on stage terminology, that the instructor effectively utilized the pupils for review purposes by selecting several pupils to role play as instructors asking questions of their peers and soliciting responses. In another classroom situation the observers recorded the fact that the instructor skillfully used several alternating techniques to stimulate and hold the pupils' interest. A short lecture was presented on a specific topic followed by pupil demonstrations e.g., identification of stage positions. Pupil reaction in terms of positive criticism was invited by the instructor. It was apparent to the classroom observers that all pupils were actively engaged in this activity.

A rehearsal for the end-of-Workshop play was in progress during the observation phase. The facility used for these rehearsals was more than adequate in terms of size and function. Again, the observers noted excellent director/instructor rapport and responsive pupil (cast) participation. Of special interest to the observer was the firm yet realistic discipline the staff required of the pupils, especially those who were off-stage awaiting cues. The entire setting gave the impression of professionalism i.e., organization, supervision, cooperation and productiveness.

Observations were made of the stage properties and costume workshops where pupils were directed and instructed in the actual construction of stage properties and costume designing and sewing. Each of these workshops was conducted in a small group setting. While the supplies and equipment appeared to be adequate in the costume workshop, there was a noticeable absence of sufficient supplies in the stage properties workshop. To the observers this condition did tend to discourage the pupils somewhat. Upon questionning, the instructor and Program Administrator stated there had been a delay in the receipt of certain materials and supplies which had been ordered.

Other stated objectives of the Newark Theater Workshop were to raise the awareness of the urban child in regard to the theater; help pupils develop positive self-image through the acquisition of stage skills; stimulate intellectual growth in the language arts; and, develop the talent of pupils who display evidence of theatrical abilities. CTC observers again noted that, in terms of providing the processes whereby these objectives might be successfully accomplished, the Newark Theater Workshop was adequately and effectively equipped to pursue these objectives.

A final observation made by CTC focussed on the Community Involvement factor of the Workshop. CTC observers reported that almost daily assistance was provided to the Administrative Personnel by Community Representatives who volunteered generous amounts of time and effort to help in the day to day operation of the Newark Theater Workshop. This Workshop, though small in comparison to other components of the overall Program, was considered to be an important part of the total Title I Summer Program.

1.1.2.5 Step Program

The Stevens' Technical Enrichment Program (STEP) was sub-contracted by the School District, including provision for progress and evaluative reporting. Communication Technology Corporation, therefore, did not attempt to investigate the effectiveness of the program. Further data concerning STEP, its personnel, and their activities and accomplishments, is provided in their evaluation report which is available from the Department of Federal Assistance Programs, Board of Education, Newark, New Jersey.

1.1.3 Bilingual Education

The 1971 Bilingual Summer Program was an extension of the Title I Program for the Regular 1970–1971 School Year. This was the second consecutive summer the Program was in operation. There were no standardized test scores available for comparison purposes. The data presented below are extracted from interviews and questionnaires administered to Title I Bilingual Program Personnel. The responses to the items have been expressed in percentages so that comparisions between respondents and between groups are relatively easy to understand.

A sample of Title I pupils in the Bilingual Summer Program were interviewed by Bilingual Community Personnel. These pupils were asked to respond to questions concerning various aspects of the program.

The characteristics of the pupils in the sample were as follows: 52% were male and 48% female. Two percent (2%) were in grade six (6), 40% were in grade seven (7), 39% were in grade eight (8) and 25% were in grade nine (9). When asked if the tutors were of help, only 12% responded that the tutor was not helping at all, whereas, 70% felt that the tutor was helping very much; the remainder indicated that the tutor was helping a little.

When asked about the difficulty of the Title I Summer Programs, 16% of the pupils in the Bilingual Program responded that it was more difficult than the Regular Title I Program, 21% indicated that it was as difficult, and 63% of the pupils felt that the Title I Summer Program was not as difficult as the Regular Program.

The pupils were asked to estimate the degree of help the Title I Summer Program would give them in their regular school work. None (0%) of the pupils replied that the Summer Program would be of no help at all in their regular school work, 2% felt it would be of very little help; 12% felt it would be somewhat helpful, and the largest percentage (86%) felt that it would be very helpful in their regular school work.

An indication of the degree of satisfaction the pupils had with the Summer Program is that only 2% wished they could drop out of the Summer Program, while 86% responded that they were happy to be in the Summer Program. The pupils interviewed obviously are happy with the Program and see value in it.

Of the Administrative Personnel interviewed, 36% were male and 64% were female. Nine percent (9%) were Caucasian, 73% Spanish surnamed, and 18% other. Seventy-three percent (73%) of the Administrators held their present position in the Title I Summer Program for one year, and 27% for two years. The median range of time spent per week working with Community Groups was 7 to 10 hours; with individual parents, 4 to 6 hours; and with teachers 7 to 10 hours.

The Administrators were asked to rate the success of the Title I Program in the District and in their Center. Seventy-three percent (73%) said that the Program in the District was successful and 91% said the Program was successful in their Center. Eighteen percent (18%) said that the Program in the District was moderately successful and 0% said their Center's Program was moderately successful. None (0%) said the District Program could be much better, and none said the same for the Center, 9% had no opinion about the success of the District and 9% had no opinion regarding the success of the Program in the Center.

When asked to rate the success of their Title I Center, specifically in terms of its objectives as stated in the Project Description, 55% rated it very successful, 36% rated it moderately successful and 9% had no opinion.

The Administrators were asked to indicate the areas in which there is a need for improvement in the Title I Summer Program. The Administrators most frequently indicated that making class material more relevant to the pupils' environment and the food program as the areas in which improvement was needed.

Unlike the Teachers, the Administrators did not see a great need for improvement in communication with the parents or pupils.

When asked what single change they would make in the Title I Program if they could, the most frequent change indicated by the Administrators was to provide more Reading Centers. The most frequent major effect of the Summer Program listed by the Administrators was to provide opportunities for positive change regarding pupil attitudes toward school. When asked what form of assistance they would like for their teachers in their Title I Summer efforts the Administrators indicated more books, first; more audio-visuals, second; and more orientation programs for Project Teachers, third. When asked what form of assistance would aid them the most in their efforts the Administrators indicated more orientation programs for Project Coordinators, first; more orientation programs for teachers, second; and consultant services, third.

Bilingual Central Office Staff, i.e., Program Administrators, were asked to respond to questions regarding the strength(s), weakness(es), overall effectiveness in relation to the Regular School Year, Title I Bilingual Activities, and suggested changes in the Summer Program.

In response to these questions the Program Administrators felt that the most significant strength of the Summer Program lay in the fact that the pupils, though deficient in understanding the English language, were exposed to an instructional environment where they will be enabled to grasp concepts through the Spanish language.

Two major weaknesses were indicated by the Bilingual Program Administrators. They felt that there were not enough qualified Professional Instructional Personnel, i.e., Bilingual Project Teachers, and there was an inadequate number of instructional supplies and materials.

These same personnel were asked if they felt that, in terms of resources expended, the Summer Program was more, less, or about as effective as the Regular Title I Bilingual Program. They responded that in several important areas, they judged the Summer Program to be more effective; that is, additional cultural enrichment activities, "better" and free lunches, a swim program and reduced teacher-pupil ratio provided an atmosphere in which the learning process was looked upon as an enjoyable experience. The data supports the findings of the pupil interviews in that 86% of the sampled pupils indicated they were happy to be in the Summer Program.

The only major change suggested by the Bilingual Program Administrators was the recruitment of "truly" Bilingual Personnel, especially Project Teachers.

Professional Instructional Personnel (Project Teachers) interviewed possessed these characteristics; 45% were male and 55% female. Forty-two percent (42%) were Caucasian, 8% Black, and 50% Spanish surnamed. Fifty-three percent (53%) have worked in the Title I Summer Program one year, 36% 2 years, 9% 3 years, and 2% 4 years. Fifty-four percent (54%) of these instructional personnel also worked in the Regular Title I Program.

When asked to rate the success of the Title I Program 38% rated the overall Program as successful, 30% rated it moderately successful, 15% said it could be much better, and 17% expressed no opinion. In contrast, 44% rated the Program in their Centers as successful, 50% moderately successful, and 6% said it could be much better.

When asked to rate the appropriateness of the printed materials and textbooks to their Program activities 36% said they were very appropriate, 44% said they were moderately appropriate, and 20% said they were marginally appropriate to inappropriate.

To determine if, in the opinion of the Instructional Staff, the needs of the pupils are being met, the Staff was asked to check the needs of the pupils and also to indicate the degree to which they were met. The findings from these items are summarized in Table IV-11.

The teachers in the Bilingual Program were asked to indicate the valuable resources in their Title I Summer activities. Eighty-six percent (86%) indicated audio-visual equipment, 92% indicated textbooks at student level, 86% Teacher Aides, and 69% Community Aides. Of the teachers reporting 19% indicated that audio-visual equipment was not available, 25% reported that it was frequently available, 38% indicated that it was available sometimes and 18% said it was seldom available.

The Professional Instructional Personnel most frequently reported that provision for opportunities for positive change regarding pupil attitudes toward schools has been the major effect of the Title I Summer Program.

The Non-Professional Instructional Personnel interviewed manifested these characteristics; 16% were male and 84% female, 4% were Caucasian, 8% Black, and 88% Spanish surnamed. Fifty-seven percent (57%) have worked in the Title I Summer Program one year and 43% for 2 years. One-third (33%) of these Instructional Personnel also worked in the Regular Title I Program.

When asked to rate the success of the Title I Program 29% rated the overall Program as successful, 42% rated it moderately successful, 13% said it could be much better, and 16% expressed no opinion. In contrast, 39% rated the Program in their Centers as successful, 54% moderately successful and 8% said it could be much better.

When asked to rate the appropriateness of the printed materials and textbooks to their Program activities 13% said they were very appropriate, 58% said they were moderately appropriate, and 29% said they were marginally appropriate to inappropriate.

The Non-Professional Instructional Personnel were asked to indicate the valuable resources in their Title I Summer activities. Eighty-four percent (84%) indicated audio-visual equipment, 88% indicated textbooks at student level, 80% Teacher Aides and 80% Community Aides.

TABLE IV–11
PUPIL SUPPORT SERVICES AS REPORTED BY INSTRUCTIONAL STAFF OF BILINGUAL PROGRAM (NUMBERS IN % OF RESPONSES)

Type of Service	Services Needed	Services Not Provided	Services Provided			
			Very Adequate	Somewhat Adequate	Somewhat Inadequate	Very Inadequate
Diagnosis of pupil's individual educational needs	59	31	24	31	7	7
Psychological or individual testing of pupils with special problems	60	50	10	25	13	4
Evaluation of pupil ability and attitudes	71	24	38	28	7	3
Assisting pupil with personal and social adjustment	65	14	34	34	4	4
Assisting pupil with educational career choices	23	67	10	7	16	0
Referral to specialist or agency outside the school	33	19	39	29	10	3
Visitation to home of pupil	55	7	57	30	3	3
Physical, dental or eye and ear examination	84	3	81	13	0	3
Medical or dental treatment	71	16	61	20	0	3
Physical therapy	14	83	7	3	7	0

Of the Non-Professional Personnel reporting, 43% indicated that audio-visual equipment was not available, 43% reported that it was frequently available, 10% indicated that it was available sometimes and 4% said it was seldom available.

The Non-Professional Instructional Personnel most frequently reported that provision for enrichment through cultural activities has been the major effect of the Title I Summer Program.

The Title I Bilingual Summer Instructional Program was complemented, and supported, by a variety of cultural enrichment activities in which staff, pupils and parents participated on a cooperative basis. On-premise activities conducted at the eleven (11) Centers included the presentation of cultural music and dance performances, lectures on animal life, magic shows, and art contests. Off-premise experiences included field trips to the Museum of Natural History, Radio City Music Hall, the United Nations Building, The Statue of Liberty, the Newark Library and Bronx Zoo. These trips exposed the pupils to a climate of racial integration and equality of association which would otherwise be denied them by reason of the highly concentrated non-white and Hispanic School population of the Title I attendance area in which they live. In addition, the data collected by CTC indicated that these activities were utilized by the Project Teachers in the more formal classroom environment to enhance and reinforce the instructional curriculum.

The Instructional Personnel in the sample were asked to rate the overall effectiveness of the cultural enrichment activities in helping the pupils in their communication skills. Of the Professional Instructional Personnel reporting, 50% stated that the cultural enrichment component of the Title I Bilingual Summer Program was very successful, 42% reported it to have been moderately successful, and 8% reported it to be marginally successful.

Non-Professional Instructional Personnel rated the effectiveness of the cultural enrichment component as follows; 40% reported it as very successful, 52% rated it moderately successful, and 8% reported it as unsuccessful.

Data collected by CTC on Community Participation in the Title I Bilingual Summer Program highlighted the facts presented in the following paragraphs.

Community Aides personally visited the parents of Title I pupils to invite them to the weekly public functions at each Center. As a result of these visits, along with telephone calls and letters, a total of fifty (50) parent meetings were held at the eleven (11) Centers with an average weekly attendance of 30-35 parents. Weekly scheduled meetings provided the Centers an opportunity to meet a greater number of parents than regularly scheduled semester or monthly meetings.

Some of the Bilingual Centers invited parents to weekly group discussion during which various and pertinent educational issues were explored in conjunction with the informal instruction in such skills as the art of ceramics, sewing, crocheting and painting.

Table IV-12 presents statistical data on parent involvement in the Title Bilingual Summer Program, 1971.

From the data presented in Table IV-12 it appears that, considering the compartively short duration of the Summer Program, an impressive number of parents were involved in varying degrees in the 1971 Title I Bilingual Summer Program.

1.1.4 Special Education

There was a limited number of standardized test results available for the Special Title I pupils in the Summer Program. Only a small number of ungraded pupils (21) were administered the California Achievement Test in reading or the Nelson Reading Test. Table IV-13 presents the results of these tests. Because the testing was conducted in an ungraded situation only the gain scores are discussed.

Of the scores reported, none had a measured loss, two (2) measured no change, two (2) gained 0.1 grade equivalents, two (2) gained a 0.2 equivalents, 2 gained 0.4 grade equivalent, 2, gained 0.5, 4 gained 0.6, 2 gained 0.7, 1 gained 0.8, 1 gained 0.9, and 3 gained 1.0 or greater.

The mean reported gain was 0.6 grade equivalents; the median score fell in 0.6 interval and the most frequent score was 0.6. Because all three of these measures of central tendency are at 0.6 it is clear that, by any measure, the pupils in the sample, on the average, measured a gain of 0.6 grade equivalents which is

TABLE IV–12
STATISTICAL SUMMARY: PARENT MEETINGS
BILINGUAL PROGRAM

LOCATION	NUMBER OF PARENT MEETINGS	NUMBER OF PARENTS ATTENDING MEETINGS
057	4	61
036	6	35
060	4	73
061	6	114
066	3	67
072	6	133
073	3	17
075	4	127
077	4	163
081	5	110
099	5	191
TOTAL	50	1091

in excess of the expected gain of 0.1 grade equivalent gain per month of treatment.

In addition to the available standardized tests, interviews and questionnaires were utilized to study the Special Instructional Activities and the overall effects as perceived by the professional and non-professional group concerned.

The responses to the items have been expressed in percentages so that comparisons made between respondents and between groups are relatively easy to understand.

TABLE IV–13
INDIVIDUAL GRADE EQUIVALENTS AND GAINS–UNGRADED SPECIAL READING CENTERS CALIFORNIA OR NELSON READING TESTS

Initial	Final	Gains
5.6	6.6	1.0
4.4	5.2	0.8
4.2	4.2	0.0
2.8	3.4	0.6
5.8	5.8	0.0
5.6	6.0	0.4
5.1	5.6	0.5
0.0	1.5	1.5
1.0	1.2	0.2
2.2	2.3	0.1
0.0	1.3	1.3
0.8	1.4	0.6
3.0	3.7	0.7
1.6	1.7	0.1
2.0	2.7	0.7
0.8	1.3	0.5
2.1	2.5	0.4
1.9	2.8	0.9
2.0	2.6	0.6
2.3	2.5	0.2
2.1	2.7	0.6

Mean Gain 0.6

The Administrative Personnel in the sample were all male. Fifty percent (50%) were Caucasian, and 50% Black. Fifty percent (50%) of the Administrative Personnel held their present position in the Title I Summer Program for one year, 25% for two years, 25% for five years. The median range of time spent per week working with Community groups was 1 to 3 hours, with individual parents, 1 to 3 hours; and with teachers, 1 to 3 hours.

The Administrators were asked to rate the success of the Title I Program in the District and in their Center. Seventy five percent (75%) said that the Program in the District was successful and 75% said the Program was successful in their Center. The remaining 25% in both cases had no opinion about the success of the Summer Program.

When asked to rate the success of their Title I Center specifically in terms of its objectives, as stated in the Project Description, 75% rated it very successful and 25% rated it moderately successful.

The Administrators were asked to indicate the areas in which there is a need for improvement in the Title I Summer Program. Seventy five percent (75%) of the Administrators indicated that communicating more effectively with the parents of the pupils, and 50% indicated more parent involvement as the areas in which there is a need for improvement. Also, 50% indicated that making class material more relevant to the pupils' environment as a need.

When asked what single change they would make in the Title I Program, if they could, the most frequent change indicated was to provide more teachers. The most frequent major effect of the Summer Program listed by the Administrators was that it provided more individualized help to pupils.

When asked what form of assistance they would like for their teachers in their Title I Summer efforts the Administrators indicated with equal frequency that they would like (1) more teacher aides, (2) more orientation programs for Project Teachers, and (3) more consultant services. When asked what form of assistance would aid them most in their efforts, the Administrators indicated with equal frequency that they would like (1) more Project Teachers, (2) more aides and (3) more orientation programs for Project Teachers.

The Professional Instructional Personnel included in the sample possessed these major characteristics: 64% were male and 36% were female; 73% were Caucasian and 27% were Black. Forty-six percent (46%) have worked in the Title I Summer Program one year, 9% for 2 years, 27% for 3 years, 9% for 4 years, and 9% for 5 years. Forty-five percent (45%) of these instructional personnel also worked in the Regular Title I Program.

When asked to rate the success of the Title I Program, 67% rated the overall program as successful, 17% rated it moderately successful, 8% said it could be much better, and 8% expressed no opinion. In contrast, 64% rated the Program in their Center as successful, 27% moderately successful, and 9% said it could be much better.

When asked to rate the appropriateness of the printed materials and textbooks to their Program activities 36% said they were very appropriate, 46% said they were moderately appropriate, and 18% said they were marginally appropriate to inappropriate.

To determine if, in the opinion of the instructional staff, the needs of the pupils are being met, the staff was asked to check the needs of the pupils and also to indicate the degree to which they were met. The findings from these items are summarized in Table IV-14.

The teachers in the Special Program, like the teachers in the Elementary Reading Centers, and the Secondary Remedial and Developmental Centers, generally report that the service is available for those things which most of them see as a need. When they do report that the service is available, few report that it is very inadequate.

TABLE IV–14
PUPIL SUPPORT SERVICES AS REPORTED BY INSTRUCTIONAL STAFF OF SPECIAL READING CENTERS (NUMBERS IN % OF RESPONSES)

Type of Service	Services Needed	Services Not Provided	Services Provided			
			Very Adequate	Somewhat Adequate	Somewhat Inadequate	Very Inadequate
Diagnosis of pupil's individual educational needs	73	9	45	36	9	0
Psychological or individual testing of pupils with special problems	55	20	50	20	10	0
Evaluation of pupil ability and attitudes	82	0	80	20	0	0
Assisting pupil with personal and social adjustment	80	0	70	30	0	0
Assisting pupil with educational career choices	30	33	44	12	11	0
Referral to specialist or agency outside the school	45	18	73	0	9	0
Visitation to home of pupil	45	0	80	0	20	0
Physical, dental or eye and ear examination	55	0	55	22	11	11
Medical or dental treatment	36	20	40	40	0	0
Physical therapy	36	50	50	0	0	0

The Professional Instructional Personnel associated with the Special Education Program were asked to indicate the valuable resources in their Title I Summer activities. Ninty-one percent (91%) indicated audio-visual equipment, 64% indicated textbooks at student level, 55% Teacher Aides and 36% Community Aides.

Of the teachers reporting, none indicated that audio-visual equipment was unavailable, 45% reported that it was frequently available, 18% indicated that it was sometimes available and 37% said it was seldom available. Again, as with the teachers in the other Programs, the teachers in the Special Program generally rate materials and supplies as more valuable than para-professional help.

The Professional Instructional Personnel most frequently reported that provision for more individualized help to the pupils has been the major effect of the Title I Summer Program. Provided opportunities for a positive change regarding pupil attitude toward school was the second most frequently reported major effect of the Title I Summer Program.

All Non-Professional Instructional Personnel in the Special Education Program were Teacher Aides. The personnel in the sample were all female, 33% were Caucasian, and 67% were Black. Sixty-seven percent (67%) have worked in the Title I Summer Program one year, and 33% six years, 67% of these instructional personnel also worked in the regular Title I Program.

When asked to rate the success of the Title I Program 67% rated the overall Program as successful, and 33% rated it moderately successful. Also 67% rated the Program in their Centers as successful and 33% moderately successful. When asked to rate the appropriateness of the printed materials and textbooks to their Program activities only one-third replied and all said they were moderately appropriate.

The Non-Professional Instructional Personnel from the Special Education Program were asked to indicate the valuable resources in their Title I Summer activities. Sixty seven percent (67%) indicated audio-visual equipment, 67% indicated textbooks at student level, 67% Teacher Aides and 33% Community Aides.

Of the personnel reporting none indicated that audio-visual equipment was unavailable, and all reported that it was frequently available.

These Non-Professional Instructional Personnel most frequently reported that provision of enrichment activities and provision for supplementary reading instruction has been the major effect of the Title I Summer Program.

Title I Staff, pupils and parents participated in a diversified selection of on-premise and off-premise cultural enrichment activities chosen to allow the participants opportunities for self-expression and socialization. These activities are important for pupils bound by handicaps which often prevent them from freely associating with their peers. Indicative of the diversification of enrichment activities conducted during the Summer Program for Title I Special pupils are the following examples: On-Premise Activities included presentations of the Ishangi Dancers, The Nicolo Marionettes, and The Art of Magic; Off-Premise Activities included field trips to Diamond Spring Lodge for a picnic and nature walk, the Newark Museum Garden Jazz Concerts, the Staten Island Zoo, the Newark Airport, The Edison Museum and Bertram's Island at Lake Hopatcong, New Jersey.

The Instructional Personnel in the evaluation sample were requested to rate the overall effectiveness of the cultural enrichment activities in helping the special pupils in their communication skills. Of the Professional Instructional Staff (Project Teachers) 55% said the cultural enrichment component was very successful. 36% said it was moderately successful, 9% marginally successful, and none said it was uncessful.

Of the Non-Professional Instructional Staff (Teacher Aides), 67% reported that the cultural enrichment activities were very successful in helping the pupils in their communication skills while 33% reported that the activities were marginally successful.

1.2 EDUCATIONAL EXPERIENTIAL ENRICHMENT

Data concerning the Title I Summer Program's Educational Experiential Enrichment Activities was gathered by means of interviews and/or questionnaires as well as on-site observations conducted by CTC field personnel. Presentation of the findings and discussion have been organized and are presented by component title, namely, (1) Swim Instruction Activities and (2) Campership Activities.

The responses to the items contained in the interviews have been expressed in percentages so that comparisons made between respondents and between groups are relatively easy to understand.

1.2.1 SWIM INSTRUCTION ACTIVITIES

To gather data on the Title I Summer Program Swim Instruction Activities, interviews with Administrative and Instructional Personnel and on-site observations of the seven (7) swim centers were conducted.

Administrative Personnel in the sample were all male. Sixty seven percent (67%) were Caucasian and 33% were Black. One third (33%) of the Administrators held their present position in the Title I Summer Program for one year, 50% for two years, and 17% for four years. The median range of time spent per week working with Community groups was 4 to 6 hours; with individual parents zero hours, and with teachers, 4 to 6 hours.

Administrators were asked to rate the success of the Title I Summer Program on a District-wide basis and for their individual Centers. Sixty-seven (67%) said that the Program in the District was successful and 67% said the Program was successful in their Center; 16% said that the program in the District was moderately successful and 33% said their Centers' Program was moderately successful; 17% said the District Program could be much better, and zero percent said the same for their Center.

When asked to rate the success of their Title I Center specifically in terms of its objectives as stated in the Project Description, 67% rated it very successful, and 33% rated it moderately successful. It is clear that the Administrators of the Program feel that their Center was as successful as or more successful than the overall Program.

The Administrators were asked to indicate the areas where there is a need for improvement in the Title I Summer Program. Half of the Administrators felt a need for more parent involvement and one third felt a need to communicate more effectively with the pupils.

Concerning what single change Administrators would make in the Title I Program if they could, the most frequent change indicated was to provide more cultural enrichment activities. Administrators listed the most frequent major effect of the Summer Program was providing supportive services. When asked what form of assistance they would like for their teachers in their Title I Summer efforts the Administrators indicated none of the listed services first, more audio-visuals second, and more consultant services third. When asked what form of assistance would aid them the most in their efforts, the Administrators indicated more aides first, unspecified "other" second, and more orientation programs for Project Coordinators third.

As indicated by the responses most of the materials and aids listed on the interview forms were not as suited for the Programs, never-the-less, the Administrators did show an awareness of the academic and supportive service needs of the pupils as evidenced by the number who offered these as pupil needs.

Not unexpected, the Administrators do have needs for their own efforts which are not the same as those in the formal classroom situation.

Of the Professional Instructional Personnel reporting, 40% were Caucasian, 40% were Black and 20% were Spanish surnamed. Thirty-three percent (33%) have worked in the Title I Summer Program one year, 33% for two (2) years and 33% for three (3) years. None of these Instructional Personnel reported that they worked in the Regular Title I Program.

One hundred percent (100%) of the Professional Instructional Personnel rated the District-wide Title I Program as successful. In contrast, 80% rated the Program in their Centers as successful and 20% rated their Center's Program moderately successful.

When asked to rate the appropriateness of the materials to their program activities 33% said they were very appropriate; 33% said they were moderately appropriate, and 33% said they were marginally appropriate to unappropriate. The Professional Instructional Personnel associated with the Swim Program were asked to indicate the valuable resources in their Title I Summer activities. Twenty percent (20%) indicated audio-visual equipment, 20% indicated textbooks at student level, 20% Teacher Aides and 20% Community Aides. Again the Swim Program Personnel demonstrate an awareness of the pupils needs in academic areas as evidenced by the number who recognize a need for textbooks at the student level.

Of the teachers reporting none indicated that audio-visual equipment was unavailable, 50% reported that it was frequently available, 50% said it was seldom available. Rating the effectiveness of the cultural enrichment activities in helping the pupils in their communication skills 40% said it was very successful, the rest did not respond to the question.

The Swim Instructional Personnel, with equal frequency, reported that provision for outdoor activities, parent involvement, supplementary instructional equipment, and enrichment through cultural activities as the major effect of the Title I Summer Program.

Of the Non-Professional Instructional Personnel included in the sample, 50% were male and 50% female. All were Black. Eight-three percent (83%) have worked in the Title I Summer Program one year, and 17% for 2 years. None of these Non-Professional Personnel worked in the Regular Title I Program.

When asked to rate the success of the Title I Program 83% rated the overall Program as successful, and 17% rated it moderately successful. In contrast 60% rated the Program in their Centers as successful, and 40% moderately successful.

When asked to rate the appropriateness of the materials to their program activities 29% said they were very appropriate and 71% said they were moderately appropriate.

The Non-Professional Instructional Personnel associated with the Summer Program were asked to indicate the valuable resources in their Title I Summer activities. None indicated audio-visual equipment, none indicated textbooks at student level, 25% indicated Teacher Aides, 25% Community Aides, and 50% indicated that none of the resources on the list were particularly valuable.

Rating the effectiveness of the cultural enrichment activities in helping the pupils in their communication skills 33% said it was very successful, 33% said it was moderately successful, and 33% were not sure.

The Non-Professional Instructional Personnel associated with the Summer Program most frequently reported that provision for outdoor activities has been the major effect of the Title I Summer Program.

The CTC field staff visited the seven Swim Instruction Centers in the City of Newark and recorded their observations and ratings on forms designed to describe the Program organization in general, and to rate the level of pupil participation and physical facilities.

In all the observations swim instruction was observed; in three of the seven Centers, group participation was observed; in three Centers small group participation was observed and in one Center, total and small group participation with individual instruction was observed. It appears, from the observations, that the Swim Instruction Centers are utilizing a mixture of total and small group instruction in about equal proportion with some individualized instruction.

To determine what types of materials were available to support the instruction, the observers noted the materials, equipment and supplied being used. In four of the seven observations, the use of sports equipment and supplies was observed. In one of the observations instructional materials and supplies were seen to be utilized. In two of the Centers no equipment and supplies, other than the pool, was observed as being utilized to support the instruction.

The observers rated the teacher effort to involve the pupils in the activities and also rated the pupils' efforts to become involved. In one of the seven Centers the teachers' efforts were rated "excellent"; in two of the Centers, the teachers' efforts were rated "good", in one the teachers' efforts was rated "fair", in three of the Centers the teachers' efforts to involve the pupils was rated "poor".

In two of the seven Centers, the pupils' effforts to become involved in the activities were rated "excellent"; in two of the seven centers the pupils' efforts were rated "good", and in three the pupils efforts were rated "fair".

The observers rated the facilities in relation to the size of the group and also the level of physical maintenance of these facilities. In two of the seven observations the facilities were rated adequate; in one of the seven, the facilities were rated "very adequate," in three the facilities were rated "somewhat adequate;" and in one, "inadequate". In rating the level of maintenance the observers rated one "excellent"; three "good", and two "fair," and one "poor".

A composite of the observations portrays the Swim Instruction Centers as employing a combination of total and small group participants using a variety of sports equipment to support fair teacher and good pupil effort in somewhat adequate facilities which are in a good level of maintenance.

1.2.2 Campership Activities

1.2.2.1 General

One of the major strengths of the Campership Program lay in the wide diversification of activities. In order to gather data on these activities, CTC interviewed and/or administered questionnaires to a sample of Administrative and Instructional Personnel, conducted on-site observations of several local camps, and reviewed individual Administrative reports, judging the latter data source to be good indicators of probable outcomes.

The Administrative Personnel included in the sample were all male. Sixty-percent (60%) were Caucasian and 40% were Black. Twenty percent (20%) held their present position in the Title I Summer Program for one year, 20% for two years, 20% for three years, 20% for four years, and 20% for five years. The median range of time spent per week working with the Community groups was 7 to 10 hours; with individual parents, 7 to 10 hours; and with teachers, 7 to 10 hours. The Administrators were asked to rate the success of the Title I Program in the District and in their Center. Eighty percent (80%) said that the Program in the District was successful and 100% said the Program was successful in their Center; 20% said that the Program in the District was moderately successful.

When asked to rate the success of their Title I Center specifically in terms of its objectives as stated in the Project Description 60% rated it very successful, and 40% rated it moderately successful.

The Administrators were asked to indicate the areas where there is a need for improvement in the Title I Summer Program. Eighty percent (80%) indicated that communicating more effectively with parents of the pupils was an area when there is a need for improvement; 60% indicated a need for improved parent involvement and communication more effectively with the Title I project teachers.

When asked what single change they would make in the Title I Program if they could, the Administrators indicated with equal frequency, provide more reading centers and provide more teachers. The most frequent major effect of the Summer Program listed by the Administrators was that it provided more individualized help to pupils.

When asked what form of assistance the Administrators would like for their teachers in their Title I Summer efforts, they indicated more orientation programs for Project Teachers, first; more audio-visuals, second; and more teacher aides, third. When asked what form of assistance would aid them the most in their efforts, the Administrators indicated more orientation programs for project coordinators, first; more project teachers, second; and more consultant services, third.

In unstructured interviews Program Administrators at the Campership Central Office were asked to respond to questions concerning significant strength(s) and weakness(es) of the Program, its overall effectiveness in relation to the Regular School Year Title I Program, and suggested changes recommended for subsequent Programs.

The most frequent responses to the question requesting the indication of significant strength(s) of the Summer Program were the large number of Title I pupils (6,869) afforded the opportunity to participate in the total Campership Program, the wide diversification of activities to which the pupils are exposed, the adequacy of the facilities in which the Program is conducted, and the instructional/recreational setting of the Outdoor Education Centers designed to provide pupils with a healthy blend of instructional and educational experiential activities.

Program Administrators responded to the question soliciting information on significant Program weakness(es) by indicating that they felt the preparatory and organizational phases of the Program are inadequate in terms of time duration. Past planning efforts have been carried out on a voluntary basis during the Easter school recess. They also pointed out that the lack of an adequate number of camp counsellors has been a significant weakness in the overall Program.

Program Administrators were requested to express their attitudes regarding the effectiveness of the Summer Program in relation to the Regular School Year Title I Program in terms of resources expended. All of those responding indicated they felt the Summer Program to be more effective. When asked to further qualify their responses, they reiterated the strengths indicated above and stated that at a per capita cost of $185.00 per pupil, each of the 6,869 youngsters averaged more than three weeks of residential and day camping experiences.

Program Administrators were asked to indicate what changes they would recommend for the planning and implementation of subsequent programs. These suggested changes are presented as follows: the organization and planning phase should begin in January of each year; the Outdoor Education Centers should be expanded to provide for more pupils; and, the Campership Program should function during the school year i.e., Project Teachers, pupils and parents should be involved in Residential Camping and outdoor education centers during the Regular School Year.

1.2.2.2 Week Day Camps

To gather specific data on the three (3) Week Day Camps in the Campership Program, interviews and on-site observations were conducted by CTC.

Twenty two (22) Non-Professional Instructional Personnel, Camp Counselors, were included in the sample. They were asked questions concerning the overall effectiveness of the Program, the appropriateness of the equipment and supplies, and their judgment of the outcomes. When there was a reluctance to respond no attempt was made to force an answer. The percentages reported below are based on the number of responses, except where multiple responses were possible in which case the percentages are based on the number of interviews conducted.

Of the Non-Professional Instructional Personnel in the sample 45% were male and 55% female. Fifty percent (50%) were Caucasian, 40% Black, none (0%) were Spanish surnamed, and 10% were classified as other. Forty-five percent (45%) have worked in the Title I Summer Program one year, 45% 2 years, and

10% 3 years. None of these Instructional Personnel worked in the Regular Title I Program. It is clear the majority of the Non-Professional Staff in the Campership Program has had some previous experience with Title I children which should be of help to the Program.

When asked to rate the success of the Title I Program, 11% rated the overall Program as successful, 56% rated it moderately successful, and 33% expressed no opinion. In contrast, 33% rated the Program in their Centers as successful, 57% moderately successful and 10% said could be much better. The Non-Professional Instructional Staff obviously feels that the Campership Program is more successful than the overall Title I Summer Program.

The Campership Non-Professional Instructional Personnel were asked to indicate the valuable resources in their Title I Summer activities. Twenty-seven percent (27%) indicated audio-visual equipment was a valuable resource, 14% indicated testbooks at the student level, 5% preferred Teacher Aides; 5% indicated Community Aides, and 14% indicated none of the above.

Of the personnel reporting, none indicated that audio-visual equipment was unavailable, 33% reported that it was frequently available, 33% indicated that it was available sometimes and 33% said it was seldom available.

Rating the effectiveness of the cultural enrichment activities in helping the pupils in their communication skills 23% said it was very successful, 53% said it was moderately successful, 18% marginally successful and 6% unsuccessful.

These Non-Professional Instructional Personnel most frequently reported that providing opportunities for outdoor activities has been the major effect of the Title I Summer Program. Providing for outdoor activities has been the major effect of the Title I Summer Program. Providing enrichment through cultural activities was the second most frequently reported major effect of the Title I Summer Program.

The CTC field staff also conducted visitations to the three (3) Week Day Camps and recorded on-site observations regarding the overall camp organization, counselor-pupil interaction, adequacy of facilities, supplies and equipment, general maintenance of the camps and food services. The results of these on-site observations are presented in the following paragraphs.

Camp organization: observers noted that in all three (3) camps the pupils were generally organized into relatively small activity groups: For example, at one site it was observed that due to the inclement weather the pupils were seated at tables in groups of approximately fifteen (15) youngsters per table. Further observations and informal discussions with camp personnel indicated that the pupils were engaged in an Arts and Crafts Project and were being instructed and supervised by Camp Counselors who were assigned to these groups throughout the day. Larger groups were organized for such exercises as swim instruction and various camp games.

Counselor-pupil interaction: observers reported that during the course of their visitations, there appeared to be good rapport between counselors and pupils in that both the counselors and pupils seemed to be aware of their distinct yet interrelated roles. The counselors instructed and/or supervised the pupils in their charge, and the pupils, in turn, responded quite positively to direction. The observers inferred that such counselor-pupil interaction appeared to greatly reduce potential disciplinary problems. They noted that this was a significant factor in light of the large numbers of participating pupils.

Adequacy of facilities supplies and equipment: all three (3) camps were recorded as having more than adequate facilities in terms of physical space allotted, provisions for total group gatherings, especially in the event of inclement weather, and swim sites. In addition, it was observed that each camp included wooded areas within its confines to allow for such activities as nature walks. Instructional and/or recreational supplies and equipment were in evidence at each of the camp locations. While it was difficult for observers to judge the adequacy of these items due to the natural dispersion of pupils and activities throughout the camps, it appeared that in those activities observed, the supplies and equipment being utilized were adequate.

General Maintenance: The CTC field staff reported that at each of the camps visited the general condition and appearance of the camp was satisfactory i.e., the grounds were clean and free of potential physical health hazards, and the buildings were in good condition.

Food Services: Observers noted that the pupils were provided with both breakfast and lunch at the camps. Breakfast was served to the pupils upon their arrival each morning, and hot lunches were provided at noontime. Observers reported that those pupils who desired more than one portion were provided with "seconds". Informal interviews with camp personnel indicated that pupils were encouraged to eat as much as they and/or the counselors felt they could prudently consume. From this information observers inferred that there was more than adequate food supplies available to the pupils. This inference was supported by camp personnel who upon further questioning agreed with this observation.

1.2.2.3 Residential Camps

In addition to the data collected in the conduct of interviews with Campership Program Administrators, as presented in Section IV, 1.2.2, final report data specific to the Residential Camp Activities was provided to CTC for review and anlaysis. The results are presented in the following paragraphs.

Residential Camps became an important part of the overall Title I Campership Program through the cooperative efforts of the Newark Board of Education, selected community agencies and organizations offering camping facilities on a contractual basis. The camps involved in the Program were sponsored by social agencies, public and private philanthropic agencies and by local, state and national government agencies. Pupil participants were drawn from all Title I Elementary, Junior High, and Special Schools in the Newark School District.

Program Administrators conducted an on-going evaluation of the Residential Camps through on-site visits. An analysis of the data collected by these personnel reveals the following information.

The facilities, which included accommodations, housekeeping, and dining in all camps, were rated from good to excellent by the observers. The Program described by the observers included the typical camp activities from indoor arts and crafts through the outdoor and water activities such as sports, hikes, swimming, and boating.

The staff in all the camps were all rated good to excellent with additional comments such as, "organized," "good overall", and "trained specialists". The comment section included expressions such as "clean," "excellent food"; "an outstanding camp"; "students have a new appreciation of nature"; "children are happy and well cared for"; "excellent educational experience;" and, "excellent cooperation".

After reviewing the comment of pupils and staff observers of the camps, there is little doubt that the camps are rated high by those reporting.

1.2.2.4 Outward Bound Schools

The Title I Campership Program also provided secondary pupils with opportunities to participate in Educational Experiential Enrichment Activities known as Outward Bound Schools. Eighty five (85) male pupils and twenty (20) female pupils attended these schools located in six states.

Pupil reactions to this phase of the Campership Program were collected by Program Administrators and made available to CTC for review. Abstracts from various pupil reports typical of participant reaction to experiences encountered in the Outward Bound Schools are cited below.

(1) "I have discovered many changes in myself in the past two weeks, however, they are subtle and are only noticed by close friends and myself."

(2) "I found that after Outward Bound my outlook on life had changed. I noticed that I've become more aware and concerned with the people and situations around me."

(3) "Among other things I have learned to be more self-sufficient . . ."

(4) "To certain degrees my confidence . . . increased. I found myself doing and accomplishing things I had never thought possible."

(5) "My confidence in what I could do physically increased daily . . . I was doing things I'd never dreamed of attempting. The personal satisfaction every day was something I'd never experienced."

When asked, "Did you enjoy the experience of an Outward Bound Camp?", typical pupil replies were: "Yes, it was the most fulfilling time I have known"; "It was the best experience I have had", "I gained very much"; "I never knew you could learn at the same time"; and "it was the most exciting and interesting thing I've done in my life".

When asked, "How do you feel the camp experience will prove helpful to you later on in school, on a job or at college?", the pupils used such expressions as: "I am better organized"; "I am aware of what is around me"; "I am enlightened as to the many things to do in life"; "to get along better"; "to accept responsibility"; "when the time comes I won't be uncomfortable in deciding"; "I won't be afraid to try something I have never done before"; "I know I can be a leader now"; "I could try anything now."

1.2.2.5 Underway Laboratory

Program Administrators point to Newark Title I pupils' participation in the Underway Laboratory Pilot Project conducted at Southern Illinois University as evidence of the Campership Program's widening involvement and growing achievements in camping and outdoor education. In addition, they reported that on-site observations revealed that the successes and achievements of the participating Newark Title I pupils have developed a reputation that is known in camping and outdoor educational circles, and that these pupils successfully performed in the Underway Program.

1.2.2.6 Encampment For Citizenship

Program Administrators reported that the Newark Title I Secondary pupils who participated in the Encampment For Citizenship Project successfully completed the six week summer session and responded so well that a portion of them have been invited to return and continue with their research and work next summer.

2.0 SUPPORTIVE SERVICES

The design of the Newark Title I Summer Program included the provision of supplementary pupil and staff Supportive Services. To gather evaluation data on this two-fold component of the Summer Program, CTC administered questionnaires to a sample of Professional and Non-Professional Supportive Services field staff, and reviewed and analyzed the statistical data collected from the Department of Federal Assistance Programs. The results of these evaluation efforts are presented under the following: Pupil Supportive Services (2.1) and Staff Supportive Services (2.2).

2.1 PUPIL SUPPORTIVE SERVICES

An estimated 284 Professional and Non-Professional Personnel rendered supplementary Supportive Services to Title I participating pupils in the Summer Program. To provide an overall evaluation of these services twenty five (25) professional and twelve (12) non-professional staff members were included in the sample and administered questionnaires.

Of the Professional Supportive Personnel in the sample, 20% were male and 80% female. Thirty-six percent (36%) were Caucasian, 45% were Black, none Spanish surname, and 19% other. Sixty percent (60%) have worked in the Title I Summer Program one year; 28% for 2 years, 4% for 3 years, 4% for 4 years, and 4% for six years; twenty-one percent (21%) of these Professional Supportive Personnel also worked in the Regular Title I Program.

When asked to rate the success of the Title I Program, 63% rated the overall program as successful, 11% rated it moderately successful, 11% said it could be much better, and 15% expressed no opinion. In contrast 64% rated the Program in their Centers as successful, 20% moderately successful, 12% could be much better, and 4% expressed no opinion. To determine if, in the opinion of the professional staff, the needs of the pupils are being met, they were asked to check the needs of the pupils and also to indicate the degree to which they were met. The most frequent pupil need indicated was psychological or individual testing of pupils with special problems. Only 12% of the professional staff said this service was not provided, whereas, 64% reported that it was provided and was adequate to very adequate.

As with professional personnel associated with the other Title I Summer Activities the professional staff associated with Pupil Supportive Services indicated that where there is a pupil need it is generally being met in an adequate fashion. The Professional Supportive Personnel most frequently reported that provision for more individualized help to the pupils has been the major effect of the Title I Summer Program.

The sampled non-professional personnel supplying Pupil Supportive Services were identified as, 55% male and 45% female. Sixty seven percent (67%) were Caucasian, 17% Black, none were Spanish surnamed, and 16% other. Fifty percent (50%) have worked in the Title I Summer Program one year, 20% for 2 years, 0% for three years, 10% for 4 years, 10% for five years, and 10% for six years. None of these support personnel worked in the Regular Title I Program.

When asked to rate the success of the Title I Program, 70% rated the overall program as successful, 10% rated it moderately successful, 10% said it could be much better, and 10% expressed no opinion. In contrast, 55% rated the Program in their Centers as successful, 22% moderately successful, 12% could be much better, and 11% expressed no opinion.

The Non-Professional Supportive Personnel most frequently reported that provision for supportive pupil services has been the major effect of the Title I Summer Program.

2.1.1 Guidance Services

In addition to the questionnaire findings presented in the preceeding paragraphs, and to further explore the feelings and attitudes of Professional Supportive Services Personnel regarding the Title I Summer Program, CTC collected data from three (3) of the eight (8) Psychologists assigned to Child Guidance at the Primary Reading Centers through the utilization of unstructured interview forms. These personnel were requested to express their professional opinions about the Title I Summer Program within the context of the following aspects: strength(s); weakness(es); relative effectiveness; and, recommended changes. CTC felt that, in requesting information on the Summer Program within the context of these general aspects, the sampled personnel would respond from a perspective identified with Supportive Services. Such an anticipated response would then afford CTC the opportunity to review the attitudes of these professional personnel regarding their specific services in the light of the overall Title I Summer Program.

In response to the question asking for indications of the strength(s) of the Title I Summer Program, the professional personnel in the sample identified the following factors: the provision for individualized help to the pupils; the opportunity to work with the Administrators and Social Workers as a team; and greater opportunities to meet with the parents in groups, as well as individually.

The significant weakness(es) reported by the sampled personnel focused on the absence of adequate time for pre-planning and organizing the activities e.g., obtaining needed supplies and materials, and organizing the logistical requirements prior to the start of the Program.

The Psychologists were asked to rate the effectiveness of the Summer Program in relation to the Regular School Year Title I Program in terms of the resources expended. One (1) psychologist declined to comment in light of the fact that this was his first year in the Title I Program. The two (2) respondents who did answer tended to agree that the Summer Program is probably about as effective as the Regular School Year Title I Program, with some exceptional aspects such as nutritional services.

The suggested changes and recommendations offered by the sampled personnel were essentially those regarding greater allottment of pre-program planning time, increase in the number of psychologists (one psychologist assigned to each Reading Center), and the allocation of more [illegible] for psychiatric consultation. From the responses of these personnel it is apparent that they generally agree with the Administrative Personnel in the other Title I Summer Program Activities who were also asked to respond to the same unstructured interview type questions.

In gathering information on the Child Guidance sub-component of the Supportive Services Activities, CTC also reviewed and analyzed report data provided by Summer Program Administrative Personnel. A review of such report data indicated that Secondary School Guidance Counselors prepared profiles on each pupil in the Secondary Remedial and Developmental Centers which included such items as anecdotal comments, progress reports, health notations, and test scores which can be used in the Guidance Activities for the coming school year. It is apparent that in generating such profiles cognizant personnel have pursued one of stated objectives of the Child Guidance Services i.e., to provide pertinent pupil data which could be incorporated into the design of instructional programs to be implemented by Title I teachers during the regular school year.

As part of the Guidance Service the Guidance Counselors and Psychologists worked in harmony with the Social Workers. The Social Workers, in turn, supported the guidance efforts by meeting with parents, making home visits, conferring with coordinators, teachers, and psychologists, and by making referrals to psychologists, psychiatrists, and social agencies.

As a sample of data relative to the activities of Title I Summer Program Social Workers, Table IV-15 presents the aggregate statistical findings of the Social Workers' activities conducted at the Primary Reading Centers.

The statistical data presented in Table IV-15 is representative of the Title I Social Workers' Summer Activities. As such it would seem to be an indicator of the degree and/or extent to which these personnel were involved in pursuing the general objective of supplying guidance services to identified Title I pupils in the Summer Program. The lack of baseline data on the number of pupils needing these, and other guidance services, however, precludes the measurement of the adequacy of the overall services provided.

2.1.2 Health Services

The Supplementary Health Services provided within the Title I Summer Program were intended to improve health standards, discover dental problems, identify chronic infections, and detect defective hearing and poor eyesight, all of which are either directly or indirectly related to the pupils' success or failure in the Reading Program. In order to supplement the questionnaire data collected from cognizant personnel

TABLE IV–15
STATISTICAL SUMMARY: SOCIAL WORKER ACTIVITIES PRIMARY READING CENTERS

ACTIVITIES	AGGREGATE NUMBER
Pupils Serviced (Direct and Indirect)	1755
Parent Interviews	490
Parent Meetings	164
Home Visits	214
Agency Referrals	32
Coordinator Conferences	235
Teacher Conferences	521
Teacher Interviews	202
Nurse Conferences	199
Other Personnel (Librarian, Aides)	348
Psychologist Conferences	229
Psychiatrist Conferences	27
Psychologist Referrals	98
Psychiatrist Referrals	18

associated with the Title I Supportive Services Staff and presented in this Section IV, 2.1, Pupil Supportive Services, CTC reviewed the data reported by Title I Summer Program Administrative Personnel. An analysis of this data establishes that the general objective stated above was achieved. In other words, health deficiencies of Title I Summer Program pupils were detected, diagnosed and treated directly or through referral to appropriate agencies. As in the case of Child Guidance Services, the lack of baseline data on the number of pupils needing these services precludes the measurement of the adequacy of the services provided. However, as before, statements regarding these services can be made from the narrative and/or statistical data provided in the aforementioned reports. For example, combined totals for pupils in the Primary Reading and Bilingual Centers receiving services was reported as follows: 244 Title I pupils received eye examinations at the Board of Education Eye Clinics; 406 pupils received eye screening by New Jersey

College of Medicine personnel (cooperating agency); 402 pupils were rendered the same service by Board of Education Eye Clinic personnel; and 201 pupils were given prescription for glasses during the Summer Program.

Every Primary and Bilingual Reading Center had a full time nurse. Her responsibilities included: classroom visitations to monitor the health of the pupils; attendance at parent meetings to discuss various aspects of health services; and, scheduling and recording the results of medical examinations provided to Title I pupils. An indication of the overall activities of these nurses can be gotten from the statistical data provided by Bilingual Program Administrators, who reported a total of 1,102 pupils were referred by the Bilingual nurses to physicians, dentists and other cooperating agencies for medical and/or dental assistance. In addition, nurses cooperated with the assigned technicians in the conduct of auditory examinations. Audiometers were distributed to the Centers according to a schedule which permitted maximum distribution and utilization.

In addition to the diagnosis and treatment of audio and visual difficulties, efforts were made to provide information to assist pupils in developing good health habits. This is evidenced by the distribution and showing of the films "You and Your Eyes", and "You and Your Ears" in the Primary Reading Centers.

An impressive part of the Health Services provided to Title I pupils was the nutritional aspect. Breakfasts and hot lunches were served to the pupils on a daily basis. Administrative Personnel in the Primary Reading Centers reported both a weight gain and a noticeable increase in the alertness and receptivity of many pupils. Breakfast and lunch periods also served as a means of teaching social etiquette and nutritional objectives.

In summary, the data collected on Supportive Health Services indicates that Title I pupils in the Summer Program were provided with medical, dental, psychological and nutritional services designed and implemented to supplement the Instruction Activities component of the Title I Summer Program.

2.2 STAFF SUPPORTIVE SERVICES

One component of the Supportive Services provided as part of the Newark Title I Summer Program was Staff Supportive Services which consists of In-service Training, Teacher-Aids Interns, and Central Office Personnel.

Evaluation of these programs consisted of monitoring the activities in conjunction with close communication with the administration. Further, it involved the review of the information available from the files and reports located in the offices of the Department of Federal Assistance Programs.

2.2.1 In-service Training

Prior to the inception of the Title I Summer Program, orientation sessions were conducted for Instructional and Supportive Service Personnel. The following listing is indicative of the diversification of the materials covered at these sessions:

Discussions on the philosophy, objectives, aims and goals of the Summer Program;
Review and selection of instructional materials;
Development of course outline and lesson plans;
Review of administrative procedures;
Preparation of class lists;
Sessions dealing with language arts, reading techniques, community involvement and team teaching techniques; and,
Demonstrations on the utilization of instructional equipment.

These orientation sessions were comprised of two (2) sessions lasting four hours each. The sessions took place on each of the two (2) consecutive days immediately preceding the inception of the Title I Summer Program. Instructional and Supportive Personnel who attended these sessions included, Project Teachers and/or Instructors, Teacher Aides, Community Aides, Tutors, Librarians, Nurses, Social Workers, and Guidance Counselors. The training activities were conducted by Administrative Personnel with supportive assistance by consultants. Data collected by CTC during interviews with Administrative Personnel revealed that the training sessions were designed and implemented to allow for maximum group participation. Cognizant personnel shared ideas, materials and techniques, thus demonstrating the team effort approach which was an integral part of the overall Title I Summer Program. An analysis of the evaluation data provided by Program Administrators indicated several significant results.

Participants generally desired a greater portion of orientation time devoted to instructional methodology and/or teaching techniques specifically applicable to Reading and Language Arts. In conjunction with this recommendation, participants suggested additional exposure in the training sessions to a greater variety of materials available to support the Reading and Language Arts activities.

Administrative Personnel also noted that in those orientation sessions in which Community Aides participated there was a two-fold positive reaction on their part; they felt their roles were more clearly explained, and the importance of their contribution to the instructional team was more clearly defined by their inclusion in these sessions.

In addition to the orientation sessions, in-service workshops were conducted as the Title I Summer Program progressed. Examples of such on-going training efforts are included in the following paragraphs.

Each of the Elementary Reading Centers had an average of two and one-half (2½) hours of in-service activities each week. The schedules for these activities were planned by each Center's staff which resulted in diversity of schedules, each uniquely acceptable to the participants. Sessions were generally held in the morning prior to the pupils' arrival and/or immediately following the afternoon dismissals. The length of time expended for each session was often dictated by the material covered with larger blocks of time allotted when warranted.

Weekly schedules submitted by individual Primary Reading Centers and interviews with Program Administrators pointed up the following instructional areas that received special attention during the in-service sessions: instruction in developmental reading techniques; demonstrations of strengthening word attack skills, blends, endings and phonics; development of more positive pupil attitudes toward the school environment; identification of the role of Supportive Services Personnel; and, uses of multi-media equipment.

A unique characteristic of the in-service activities conducted for the Title I Bilingual Summer Program was the weekly in-service courses given to the Community Aides under the direct supervision of the Assistant Bilingual Summer Administrator. Observations made by CTC indicated that a major thrust of these weekly conferences was directed toward relevant discussion in the general area of Bilingualism and specific areas dealing with techniques and methods of promoting community involvement.

It was apparent to the CTC field personnel observing these weekly conferences that there was an excellent degree of group participation by the Community Aides in attendance. An interesting point observed was the fact that the participants were brought together in the Bilingual Central Office at the Board of Education. This was judged to be a positive factor in that Community Aides were afforded the opportunity to associate with top level Program Administrators and become more familiar with the overall Bilingual Summer Program.

2.2.2 Teacher Aide Intern Program

The Teacher Aide Intern Program conducted by the Newark Board of Education in cooperation with local colleges and the New Careers Program was continued during the 1971 Summer Session. Data collected by CTC in interviews with cognizant Administrative Personnel are reported in the following paragraphs.

A total of fifty-six Teacher Aides are enrolled in the Summer Intern Program conducted at Essex Community College, Newark State College, and Livingston (Rutgers) College. The curriculum provided to the Interns included courses in Professional Education, Science, Music, and Art. Table IV-16 presents selected statistical data on the Teacher Aide Summer Intern Program.

TABLE IV–16
SELECTED STATISTICAL DATA
TEACHER AIDE INTERN PROGRAM

College Attended	No. Of Interns	Length Of Program (In Weeks)	Eligible For Full Time Substitute Teaching
Essex Community	25	8	-
Newark State	8	6	8
Livingston (Rutgers)	23	8	23
Total	56	22	31

Thirty-one Teacher Aides have successfully acquired the ninety college credits needed for emergency teaching certificates and are eligible for full time substitute teaching duties. The fact that twenty (20) additional applicants were accepted into the Program on August 1, 1971 and will hopefully pursue their courses of studies over the next few years, is indicative of the appeal this Program has to Teacher Aides in the Newark School District.

Interviews were conducted with Administrative Personnel in the Teacher Aide Intern Program. Questions were directed towards areas of program strength(s), weakness(es), effectiveness in relation to the Regular School Year Intern Program and changes which might be suggested.

The major significant strength indicated by Administrative Personnel was the capability of the Interns to devote full time effort to their studies during the Summer Program. Administrative Personnel cited the overall improvement in the quality of the Interns' academic worth to be a positive result of this factor in that the Interns were able to spend greater amounts of time in utilizing the complete facilities of the colleges.

With reference to indications of significant weakness(es) in the program, the personnel interviewed stated that the Interns felt there should be more class participation on their Part. Specifically, they desired more classroom demonstrations, involving children, in which they could take a more active role.

In response to the question regarding the effectiveness of the Summer Program in relation to the regular school year Title I Program, Administrative Personnel felt that both were equally effective in terms of resources expended. It was further pointed out in qualification of this statement that both Programs positively affected each other, i.e., Interns are provided the opportunity to bring "real" problems encountered during the school year into the summer classes and share them with the other students. By means of role playing, and other such methods, the students could then mutually resolve some of these problems.

The suggested changes recommended by Administrative Personnel mainly concerned the curriculum. It was suggested that Laboratory courses be provided to Interns in the Summer Program.

Program Administrators continue to view this component of the overall Title I Program as an important and effective contribution to the total educational process in the Newark School System.

The Teacher-Aide Intern Program is only one component of the overall Aide Program which is a continuation from the Title I Program during the regular school year. In order to place the findings in the context of the overall Aide Program which includes Teacher-Aides and Community-Aide CTC also collected interview data about these aides which is presented below.

The Newark Title I Summer Program administrators were asked to respond to questions concerning the utilization and characteristics of the Title I Summer Program Aides. When asked the manner in which the Title I Summer Program Teacher Aides spend the major portion of their majority (62%) responded instructing pupils as individuals or in small groups as directed by the classroom teacher. A much smaller percentage (17%) of the teacher aides were reported as supervisory pupils in hallway, playground, lunchrooms and in other areas when formal instruction is not in process. Few (7%) were given the rresponsibility of instructing class-size groups under the direct supervision of a teacher or principal. Less than ten (10) percent were reported as spending the major portion of their time with routine tasks such as typing, taking attendance and scoring tests. From these findings it is clear that the professional teachers are using the teacher aids to extend their teaching capacity and not just to relieve them of the routine clerical type tasks.

The administrators were also asked to indicate the manner in which the Community-Aides spend the major portion of their time. Nearly three fourths (73%) indicated that the Community Aides spent their time contacting parents and the community to secure their involvement in school activities and generally bridge the communication gap. Only eleven percent (11%) of the Community Aides spent the major portion of their time supervising pupils in areas when formal instruction was not in process. A few (8%) Community Aides were used primarily to collect materials, take attendances, and clerical work around the classroom. Less than 4% of the Community Aides spend the major portion of their time instructing pupils and 2% were primarily used for office work. From the data it is clear that the Community Aides were used primarily to extend the professional work of the teachers into the community and not to relieve them of routine tasks.

The Administrators were asked to rate their Title I Summer Program Aides (Teacher-Aides, Community-Aides and Tutors) on various characteristics related to their responsibilities and activities. These characteristics were ability to learn, quality of work, quantity of work, interest in work, ability to work with others, initiative, dependability, cooperation, and punctuality.

Only eight percent (8%) of the administrators rated their Aides below average in interest in work and only 4% of the administrators rated their Aides below average on initiative. Two percent (2%) or less of the administrators rated their Aides below average on any of the other characteristics.

Approximately a third of the administrators rated their Aides above average on cooperation (35%), puntuality (33%), and interest in work (30%). Approximately a fourth of the administrators rated their their Aides above average on dependability (29%), ability to work with others (29%), initiative (26%), quality of work (24%), ability to learn (22%), and quantity of work (22%).

Selected at random ninety six secondary pupils, fifty two pupils in the Bilingual Program, and six in the elementary program were asked to indicate the amount of help they were receiving from their tutors. Seventy five percent (75%) of the secondary pupils, 70% of the pupils in the Bilingual Program, and all the elementary pupils said the tutor was helping them very much. Only 8% of the secondary pupils and 12% of the pupils in the Bilingual Program responded that the tutor was not helping at all.

The data on the Aides presented above indicates that the Aides are being used to extend the professional capacity of the teachers and administrators into the classroom and community and for the most part these aides possess the characteristic to be effective. In addition, those special aides called tutors seem to be effective in helping the pupils progress in their academic endeavors.

2.2.3 Central Office Personnel

In evaluating the Title I Summer Program, CTC field personnel maintained on-going communication with the Central Office Coordinators in the Department of Federal Assistance Programs. Interviews were conducted with cognizant personnel and observations were made regarding the overall monitoring functions of the Central Office Staff.

In addition to the regular complement of Central Office Coordinators, three (3) auxiliary personnel were assigned during the summer months to assist in the overall operation and management of the Title I Summer Program. Interviews with cognizant personnel at the Central Office and on-site observations of personnel work load indicated that these additional personnel were specifically utilized in the following areas: the compilation of aggregate statistical data reports on the Regular School Year Title I Program cultural enrichment activities; the retrieval and redistribution of Title I supplies, materials, and equipment purchased for the Summer Programs to insure maximum use of all instructional items purchased through Title I funds; the monitoring of the Non-Public Schools Summer Programs; and, assistance in the monitoring of the Title I Program budget.

It is CTC's conclusion that the addition of these personnel to the Central Office Coordinator Staff during the summer months permitted the Department of Federal Assistance Programs to more effectively and efficiently meet the requirements of the Title I Summer Program. It was observed that, due to the presence of these personnel, members of the regular Central Office Staff were released from some of their routine work load to more effectively apply their time and skills to the accomplishment of tasks requiring concentrated effort.

Throughout the duration of the Title I Summer Program, a Dissemination and Diffusion Specialist was also assigned to the Central Office Staff. The responsibilities of this person focused on the preparation and dissemination of information to the Newark Community concerning the Title I Summer Program. This specialist was provided a temporary office in the Department of Federal Assistance Programs. The proximity to Central Office Personnel facilitated the collection of data relevant to potential news releases.

In evaluating the functions of the personnel assigned to this office, the CTC field staff observed that on-going efforts were made to obtain first hand information on various aspects of the Title I Program through site visitations. Interviews with the specialist revealed an organized and realistic plan of operation, e.g., an overview of the Title I Summer Program was initially released to the public, followed by periodic news releases on various aspects and/or results of the program. It was also noted that, prior to the inception of the Title I Summer Program, lines of communication were established with identified news-media personnel to insure the diffusion of prepared materials to the public. Review of this material indicated tha the Newark Community was provided with interesting and relevant information on the Title I Summer Program.

In summary, it is CTC's opinion that the objectives of the Title I Central Office were achieved through the assignment and functioning of the additional personnel discussed above.